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A STUDY OF EDMONTON SENIOR HIGH SOCIAL STUDIES TEACHERS' PERCEPTIONS OF ACADEMIC FREEDOM

by

Elisabeth Anne Mouland

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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Abstract

In this study of social studies teachers of Edmonton, an attempt was made to ascertain what censorships, if any, were perceived to exist in the senior high schools. Six forms of censorship were identified, as follows:

(1) ideological,
(2) institutional,
(3) administrative,
(4) resource,
(5) practical and
(6) legal.

A questionnaire was circulated among approved schools to a) ascertain social studies teachers' attitudes toward academic freedom, b) identify what they perceived as the real situation regarding freedoms in their classrooms and c) to identify what pressures and influences, if any, may affect teachers' performances in the classroom.

It was discovered that the respondents have a very high regard for academic freedom but were not interested in having complete academic freedom, being cognizant of the high school's responsibility to the community-at-large. The respondents were not, for the most part, concerned about the legal ramifications of their classroom activities.

Their greatest influences were their students and their fellow teachers. Many, however, expressed a concern about what they perceived as their administrators' lack of interest in or lack of support for an issues-oriented social studies program. In the final analysis, a small number of teachers themselves expressed a lack of interest in it.

For the most part, however, the respondents acknowledged their right to control what takes place in their classrooms. They were positive about their rights as citizens and about teaching their students the skills necessary to participate fully in a democracy. They did indicate, however, limitations of class size, resources and time in the pursuit of this ideal.

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Chapter I

INTRODUCTION TO THE STUDY

> Academic Freedom is to the teaching profession what freedom of speech is to the body politic. When either is denied, abrogated, or buried, we need not ask for whom the bell tolls. It tolls for thee.[1] (Wronski, 1975, p. 152).

The changes in society which have taken place during the past half-century are visible in more than technology. The splitting of the atom and continuing explorations of outer space indicate man's thirst for understanding of things of a technical nature and his ability to put this understanding to use. Along with technological developments has come a much-expressed concern that we use this new-found knowledge and skill wisely and for the betterment of mankind. The Western World has long looked to education to help attain its goals, as it did when Sputnik was launched into space. What has to be asked now is whether or not we have not only over-simplified the challenge but also not been realistic about the educational system's ability to address itself to such high ideals.

However, if we do acknowledge this challenge and we also admit that our society has developed to a stage where it has a great "need to know"[2]; (Carson, 1974, p. 48) we must honestly examine whether our classrooms are equipped to handle the pursuit of such ideals. If we are to apply wisely what we learn and know, then classrooms surely must encourage both teachers and students to investigate issues; to examine the processes of life on earth. In short, students must be free to learn and teachers must be free to teach. How can

this be so? This question can be answered quite simply with another. If students do not learn how to weigh alternatives, to examine fundamental societal issues from all sides, to make educated and well-founded decisions in the classrooms, where will they learn? These skills, so much a part of democratic processes, are essential if students are to become participants in the disussion of vital issues which affect their every-day adult lives.

What is of concern here is whether or not teachers feel free and competent to handle such a challenge.

During the past two years the citizens of Canada have been exposed to what has become known as "The Constitutional Debate". It has been a debate which has brought concerned citizens and various interest groups to our television screens, radios and newspapers. Speaking out on the issues and expressing one's beliefs has become quite commonplace and something no longer relegated to our elected representatives.

As Canadian citizens and residents of Alberta both the Canadian Bill of Rights, assented to in August of 1960, and the Alberta Individual Rights Protection Act protect Albertan's freedom of speech. Secure in this knowledge and remembering the give-and-take of the Constitutional discussions, it might be assumed that Albertans need not fear open discussion of the various tenets of our democracy, the premises on which it is founded, comparisons with the alternatives and the freedom to speak out on issues.

The absence of an Act protecting our freedom to know, however, has become a matter of growing public concern. While a proposed Freedom of Information Act is still awaiting the attention of the Canadian Parliament, some Provinces have passed their own Acts.

Indicative of Canadian's concern about their freedom to know is the high level of interest in the Kent Royal Commission on Newspapers. Important questions are being asked about the media's control over what we read, especially in one-newspaper cities or areas where monopolies control print. The strike of Radio Canada in Quebec is also posing the same kinds of questions. Dr. Edwin Webking, the President of the Canadian Federation of Civil Liberties and Human Rights Association noted in an interview that

> Considering the tendency toward highly concentrated media in this country, the average - but especially the francophone - citizen's right to be informed is being dangerously curtailed by the prolonged absence of news from Radio Canada.[3] (The Globe & Mail, 1981, p. 7).

This concern over the citizen's 'right to know' and to be well informed may give heart to teachers who might not have considered themselves free to teach inquiry and, in teaching, to investigate alternatives. It should be admitted at the start, however, that simply allowing this freedom into the classroom will probably do little to help students understand the moral prerequisites of the democratic process with its dependency on equality of opportunity, legal equality, free speech and free press. However, it is the search for a better understanding of this process within the classroom which is one of the challenges now facing the teachers of Alberta.

Anderson outlines three basic problems facing those teachers:

a) ... most students want positive answers to societal issues and problems of a controversial nature.

b) ... the content of the discussion (of controversial issues) is often descriptive rather than interpretative, resulting in instructional techniques which encourage the accumulation of absolute facts, often highly biased in nature, rather than relative concepts.

c) ... the individual social studies teacher is faced with the socioeconomic values and mores which have traditionally existed in the particular ... community.[4](Anderson, 1972, pp. 37-8).

With the 1981 Alberta Social Studies Curriculum in its infancy, no formal feedback has yet been obtained. Dr. F.A. Crowther, Alberta's Associate Director of Curriculum, Social Studies, does admit that some problems may have to be faced with the curriculum itself. He sees these potential problems as:

1) the appropriateness of the inquiry method;

2) the suitability of prescribed learning resources; and

3) the adequacy of time for social studies instruction, in light of the extensiveness of grade level requirements.

These, however, are problems which might be expected of any new program of studies. Dr. Crowther notes that this curriculum does not endorse a confrontation with what have traditonally been explosive issues. Students are not asked to engage in personal discussions or to make personal statements about such issues as homsexuality, abortion, and stealing. Instead the curriculum developers have gone to great lengths to have students investigate controversial issues, as long as all sides are treated with respect.

It would appear that at least the first two of what Anderson perceived as problems, have been resolved in this curriculum, but this does not mean that teachers automatically see themselves as competent or free to deal with issues. Teachers are, as we all are, influenced by familial, societal and peer group pressures. They are

at least in part, products of their environment - past and present. They are influenced by job security or insecurity, economics and the media. In short, they are human. Acknowledging these pressures and influences, how free teachers perceive themselves to be to teach any issues-oriented program should be of major concern to program innovators and designers.

Whence Came This Study?

This study is one that has been developing in the mind of the writer during the past few years. Part of its' promptings came from society's on-going debate on the merits and demerits of censorship. There are few issues which are as polemic as that of censorship and for that reason alone it might be of interest to all teachers.

Discussions of censorship have long aroused in me feelings of anger and frustration - anger at those who feel they have the right to censor for me and frustration with some who see censorship as necessary for an adult population.

Specifically, I have felt that I could make myself sufficiently aware of the values of the community, being a part of it, to judge what might or might not be acceptable for discussion within the confines of my classes. In my extreme naivete I assumed that other teachers also felt the same.

I have had the good fortune to work in a couple of school jurisdictions where the administrators assumed that I, in fact, could make that kind of decision. It, therefore, came as a bit of a shock to learn that many teachers are extremely insecure, in fact are afraid to live up to the responsibilities heaped on them by society

and this has affected their approach to programs which involve the discussion of controversial issues.

To be fair, teachers are in a difficult position. For approximately eight hours of the day, five days a week, teachers are 'in loco parentis'. Society has entrusted its children to them. Yet society on one day may do this without comment or expression of any concern and on another day may be publicly debating the censorship of materials which may be in use or recommended for use in the classroom. Many do not see the irony in the situation. Teachers are entrusted with the care of children. But the quality of that trust is put to severe tests when we see the number and variety of ways society shows it has no qualms about censoring teachers (see Ch. III). It is no wonder that many teachers choose the route of non-confrontation of issues as the easy way out.

As a social studies teacher in particular, however, I have special concerns about the attitudes of many teachers towards the issues which arise practically every day in the course of classroom work. These concerns polarized when my Advisor and I discussed the possibility of studying teacher's attitudes toward the teaching of controversial issues. I can truly say that it became important for me when I read the Downey Report and W.L. Badger's M.Ed. thesis, both of which are quoted herein. My interest grew rapidly as I read other pertinent literature.

To learn that many social studies teachers do not want academic freedom and do not want to discuss controversial issues may come as no surprise. Academic freedom brings with it, after all, a great

many responsibilities, not the least of which is to search prescribed materials to seek out what may have been censored by the publishers.

As a result of my research and writing, my main concern is with teachers who have what might be called a 'less-than-thoughtful' approach to education. For example, in social studies it is not difficult to find texts which omit many issues or other materials which are deemed inappropriate by administrators or the public (see pp. 37-39). Texts which omit many issues are prescribed. Some are taken into classes, filled with their particular biases, and are recited by thousands of students each year. The easiest route is taken by censoring out something that might prove controversial or might present negative overtones in, say, the history of the development of society. Omitting biases, admitting errors and including facts other than those in the texts requires initiative, research, and a willingness on the part of the teacher to question and analyze. Perhaps it also requires a feeling for and concern about the insidious nature of censorship in general and a willingness to take on the responsibilities that come with the investigation of issues.

It was with these ideas in mind that the present study developed.

Purpose of the Study

In Alberta the social studies program is issues-oriented. If an issues program is to be pursued with vigor, teachers should be free to assert themselves in exposing students to problems and topics of public concern. Hunt and Metcalf were among the first social studies

scholars to advocate the examination of issues when they suggested that:

> An intellectually vigorous as well as permissive and nonthreatening examination would enable young people to progress toward solution of their problems of self-esteem, identity, anomie, alienation, while at the same time acquiring many of the cognitive understandings possessed by many of the social scientists.[5] (Hunt & Metcalf, 1968, pp. 37-8).

Hook (1970, p. 17) adds his views when he says "With our society now facing its own survival problems, the assumption of adult concern for society should and undoubtedly could be brought about at a much earlier age."[6]

To have an issues-oriented program in the Alberta schools demands that teachers know what levels of academic freedom exist, how it is perceived, what censoring obstacles there are to their freedom to pursue such issues and what gap, if any, exists between the reality and the ideal of the freedom to teach.

This is an investigation of academic freedom as it is perceived to exist in the senior high school social studies curriculum, among Edmonton teachers. Interest in this study was prompted by one of the conclusions from the Downey Report (1975, p. 29) which stated that

> About one-third of our teachers reject the inquiry and valuing orientations, and less than one-fifth actually promote them. Effective programs of teacher education may do much to change these ratios. It is clear, however, that many candidates for teacher education professional programs have attitudes and philosophies and convictions ... which are partly or wholly antagonistic to student perogatives of open inquiry and valuing.[7]

The statistics and conclusions of the Downey Report hold

important implications for the developers of any social studies program which includes the inquiry method. It raises the following important questions. Do teachers feel student perogatives extend to inquiry and valuing? What exactly are the influences on teachers' attitudes towards the investigation of issues? Is there, as Downey indicates, real antagonism toward this and, if so, are its roots familial, societal or institutional? Or are there other factors to be considered?

One of the main conclusions of W.L. Badger in his thesis A Study of the Handling of Controversial Issues in Social Studies Classes of Edmonton Public High Schools[8](1967) was that many teachers do not know their limitations in the classroom and that there are various outside pressures influencing their teaching. He noted that, in addition to the perceived pressures of certain groups in the community, class sizes and lack of proper training often results in complete avoidance of issues or a half-hearted treatment of them. He did say, however, that the time has come when the school should acknowledge the controversial elements of our society when developing a curriculum. Written just over ten years ago, these same limitations were acknowledged in an American study by Beale in 1936.

The present study is designed to measure in a practical way what censorships, if any, are perceived to exist in the senior high schools of Edmonton. In order to do this several forms of censorship have been conceptualized and described. These censorships are seen as possible impediments to a teacher's pursuit of freedom to teach. By thus distinguishing these forms of censorship, questioning teachers

concerning them and examining how these forms of censorship may manifest themselves, it is hoped to arrive at an initial understanding of the extent to which and the ways in which the various categories of censorship pose particular problems and concerns.

In short, this study will attempt to (1) determine social studies teachers' attitudes toward academic freedom; (2) to identify what they perceive as the real situation regarding freedoms in the classroom and, finally (3) to identify the felt influences and pressures which may affect their performance in the classroom.

Delimiting the Study

While the issue of academic freedom is also an ideological issue, inviting conceptual and historical-dialectical discussion based on critical theory, critique of knowledge, and theology and curriculum, such theoretical digressions are beyond the purpose of this study.

This study will refer only to the perceptions and practices of social studies teachers in the public and separate senior high schools of Edmonton.

This study will not attempt to generalize the findings beyond the attitudes and practices prevalent in the school year 1977-1978.

This study will not attempt to generalize to other levels of education or other school systems.

Definition of Terms

1. Academic Freedom

The freedom of a teacher to study, investigate, present, interpret

and discuss all the relevant facts and ideas in the field of his/her professional competence. This includes the right to examine controversial issues openly in the classroom. (This definition was synthesized from statements and proclamations issued by the National Council for the Social Studies Policy Statements which also acknowledge that Academic Freedom is closely related to the areas of out-of-class activities of teachers and to the application of due process in teacher dismissals.)

2. Censorship

The act of criticizing or inhibiting the expression of ideas, thoughts, and the use of certain materials (books, plays, pictures, magazines, etc.) for the purpose of suppressing that which is deemed objectionable, especially on moral or political gounds.

3. Social Studies Teacher

The social studies teacher is one who teaches any social studies courses in the senior high schools of Edmonton as indicated from the data supplied by Alberta Education and, specifically, in those schools approved by the Edmonton Public School Board and the Edmonton Separate School Board.

4. Controversial Issues

Controversial issues are those issues which do not always lend themselves to immediate or direct resolution in the community-at-large or in the classroom. However, they are issues which must be resolved and may include national unity, regional disparity, energy supply and conservation, population growth and its demand on all resources, the ramifications of various international alignments, and foreign investments. They may also include other contemporary

issues as abortion, euthenasia and women's rights. (Synthesized from the Teacher's Handbook for the Alberta Social Studies.)

Chapter II

AN INVESTIGATION OF THE LITERATURE AND THE RESULTANT ISSUES

This chapter will review the discussion of academic freedom which has taken place over the years. The focus will be on contemporary writings on the subject and will examine two important studies which gave impetus and direction to this current research. The problem of defining 'academic freedom' will be addressed and certain issues and censorships which may limit teachers' freedom in the classroom will be examined.

Review of the Literature

Any review of the literature will quickly reveal that there has been little discussion of academic freedom in the public schools. Until a couple of decades ago such dialogue centered largely around the universities. A major problem in all discussion has been the attempt to reach an agreement on a definition of 'academic freedom'. In Nineteenth Century Germany, however, 'academic freedom' was defined as "Lehrfreiheit und Lernfreiheit",[10] (Hook, 1970, p. 44) freedom to teach and freedom to learn. These two elements permeate all other attempts at definition.

In 1936 the National Education Association in the United States affirmed its belief in academic freedom as it gave "full opportunity to present differing points of view on any and all controversial

questions."[11](Tyler, 1938, p. 244). It was, however, to them, a public safeguard; the surest guarantee of orderly change and progress. It included the right and duty of the teacher to participate in the determination of the objectives for teaching and freedom in the treatment of subject matter. It decried intimidation of teachers by administrators, board of education and pressure groups.

In 1937 the American Civil Liberties Union forwarded their statement on academic freedom. These principles included:

> No interference with freedom of teaching ... no limitation on classroom discussion relevant to the subjects taught ... freedom of teachers, as citizens to participate in public affairs ... no interference with the right of teachers to organize ... no unreasonable interference by legislatures with school curriculum ... no compulsory religious practices in the schools ... protection of the rights of students to organize for discussion of public issues ... opposition to all special oaths of loyalty for teachers and strong tenure laws to protect teachers against unjust dismissals.[12](Tyler, 1938, p. 272).

Hook (1970, p. 34) defined academic freedom as:

> The freedom of profesionally qualified persons to inquire, discover, publish and teach the truth as they see it in their field of competence. It is subject to no control or authority except the control or authority of the rational methods by which truths or conclusions are sought and established in the disciplines.[13]

Bode (1938, p. 14) defined academic freedom as "the right of the school to do its appropriate work."[14] He determined that part of that work was not to make propaganda for any particular faith or belief, but admitted readily to an obligation to provide a wider context for the beliefs which students bring with them to the classroom.

Beale (1936, p. 34) focused on the American situation and identified the components of academic freedom[15] as follows:

1. Textbook selection.
2. Curriculum design.
3. Instructional methodology.
4. Library establishment.
5. Open discussion of the virtues and faults of the school or school system.
6. Use of outside speakers.
7. In-service improvement.

The Harvard Law Review (1968, pp. 1048 - 50) pointed out that academic freedom is:

> that aspect of intellectual liberty concerned with the peculiar needs of the academic community ... and even though secondary and elementary teachers are not pursuing knowledge at its frontiers, the quality of instruction bears a positive correlation to freedom in the classroom.[16]

The National Council for the Social Studies has been very active in the lively discussion on academic freedom which has been taking place in the United States during the past two decades. It set the following standards:

> A teacher's freedom to teach involved both the right AND the responsibility to use the highest intellectual standards in studying, investigating, presenting, interpreting and discussing facts and ideas relevant to his or her field of competence. As professionals, teachers must be free to examine controversial issues openly in the classroom. The right to do so is based on the importance to decision making of the expression of opposing informed views and the free expression of ideas. The teacher is professionally obligated to maintain a spirit of free inquiry, openmindedness, and impartiality in the classroom.[17] (NCSS, 1975, p. 240).

The Alberta Social Studies Curriculum of 1981 (p. 4) states:

> Issues and competing values are stated in a form that should provide a focus for teacher planning and student inquiry.[18]

The valuing skills in this curriculum include:

> a) the development of understanding of distinctive human values, b) the development of competencies in processes of value analysis, decision-making and moral reasoning and c) development of positive attitudes towards self, others and the environment.[19]

This approach would appear to assume that Alberta social studies teachers, in fact, have a great deal of freedom to explore conflicts and issues, to critically analyze and to choose alternatives. These are the basic tenets of academic freedom.

The Alberta Teachers' Association Standard of Professional Conduct contains no definition of academic freedom and no precise referral to it. It does state, however, that a teacher "does not engage in activities which adversely affect the quality of his professional service and acts in such manner as to maintain the honor and prestige of the profession."[20] (ATA Handbook, 1976, p. 14).

The School Act of the Province of Alberta makes no precise referral to academic freedom. Section 79 (p. 35) of the Act does state that

> Where a board has reasonable grounds for believing that (a) a teacher has been guilty of gross misconduct, neglect of duty or refusal to obey a lawful order of the board, or (b) the presence of a teacher is detrimental to the well being of the school for reason of mental informity, the board may suspend the teacher from performance of his duties.[21]

Neither of the preceding statements addresses itself specifically to teachers' rights and responsibilities. The suggestion that there are things which are not proper offers little security to teachers. There is no precise definition of what activities might be 'activities which adversely affect the quality of professional service' or no indication of what really might be

considered 'reasonable grounds' for suspension. We must look to cases such as Hertzog v. The County of Strathcona (see page 33) to indicate what might be considered 'reasonable grounds'.

An Historical Over-View

Since Medieval times academic freedom has been in a state of flux and has generally been a concern of the institutions of higher learning. The Reformation and the Spanish Inquisition restricted it and the Eighteenth and Nineteenth Centuries found teachers generally struggling to establish temselves as professionals. It was agreed that

> the most important and most difficult stage in achieving full professional status ... was to be granted self - government. Those few professions which achieved this (medicine and law) made teachers in Britain, Canada and the United States ... wish to emulate them.[22] (Myers, 1977 p. 14).

By mid-Nineteenth Century few teachers were in a stronger position than those in Scotland. Their highly developed national education system and tradition dated back into the Sixteenth Century and exhibited some of the characteristics of the liberal professions, though at a much more modest level. By that time Scottish teachers

> ... had an official connection with the state, enjoyed a small guaranteed income and security of tenure, in many cases attended university, and could claim a relatively high status in the community.[23] (Myers, 1977, p. 14).

These advancements lead Scottish teachers to make "energetic and articulate efforts to acquire full professional independence and power modelled on the example of other occupational groups."[24] (Myers, 1977, p. 14). The Educational Institute of Scotland worked diligently

to gain recognition for their system of exams and diplomas but all efforts were defeated by the government. In fact, by the late 1800's most of their priviliges had been totally removed.

> Scottish teachers, then, despite their initial advantages failed to achieve professional power and status during the nineteenth century; no other teachers ever came so close. For teachers elsewhere in Britain and North America ... their experience has been one of long, slow struggle to achieve minimal protection against arbitrary treatment, reasonable monetary returns and improved working conditions. In reality the history of the teacher organizations - with the brief exception of the Scottish example - has been much more similar to the experience of unions than to the experience of those occupations we have come to regard as 'professional'.[25] (Myers, 1977, p. 14).

The idea of freedom to teach for public school teachers has emerged very slowly, perhaps because the minds of the young seem so malleable that schools have been subject to much more pressure and control than universities. Schools have usually been free to handle as they pleased issues that the community does not care too much about, such as the morality of North American involvement in the current El Salvadorian civil war. On other issues such as religion, homosexuality and politics, concerned parents, religious pressure groups and elected officials have all felt free to issue guidelines to teachers. Beale (1936, p. 19) says that as long as this type of interference continues "teachers never will be free."[26] However, these kinds of limitations have been part of the educational scene for many years.

In the early decades of this century the quality of schooling, teachers and curriculum in Canada left much to be desired. Limitations on freedom were serious indeed. For example, we know that

> in 1920 the majority of British Columbia teachers lived in rural or semi-rural communities. They were virtually

> incommunicado in their isolation. They were unprotected, untenured, unsure of their salaries, and unaware of the few rights guaranteed them under the Public Schools Act of 1872.[27] (Bruneau, 1978, p. 179).

There is no reason to suspect that conditions were any better in other parts of the country. There were many community pressures on teachers. Many schools were under church and/or state control and both community opinion and sectarian dogma outlined the philosophic framework from which teachers operated. Just a few short years prior to this, schools in the United States made no effort to conceal the fact that they were utilitarian. Their role was to

> provide basic civic and moral training to make people self-supporting and law abiding. In short, schools were established to insure communities against what would be called today a 'welfare state'. Conformation to the rules was general. There were some isolated instances of rebellion such as the 'liberated' teacher in Connecticut who lost his school because he dared to teach girls. He was the non-conformist - and the exception.[28] (Beale, 1936, p. 27).

Beale goes on to point out that growing material prosperity and middle class comforts brought a change in American education. Many schools broke away from their ecclesiastical bindings and catered to this new middle class with its economic interests.

Teachers soon found out that, where once their religious views were openly scrutinized, their political views were now held up to examination and judgement. Great pressures were exerted on them to swear oaths of allegiance to certain political parties or they would not be allowed to have any influence over children. Beale says that after the American Revolution and the rise of Thomas Jefferson to power much of this pressure disappeared. He says that religion remained an important force in education and many 'battles' were

fought, both in and out of courts, over the place of religion in the schools.

Slavery was also a prominent issue in the United States.

> In Caanan, New Hampshire, in 1835, a mob dragged Noyes Academy into a swamp, left it there in ruins, and drove the teacher from town, all because Negro pupils had been admitted.[29] (Beale, 1936, p. 27).

The opposition to Prudence Crandall's admission of Negroes to her school in Canterbury, Connecticut, was lead by a United States District Court Judge.[30] (Beale, 1936, p. 27). Under such terrorist conditions only the very courageous teachers would dare express views for the abolition of slavery.

During this era teachers were expected to indoctrinate children in the community's views on such issues. We tend to look upon this with condescending eyes. Before we do, however, perhaps we should ask pertinent questions which might reveal certain subtleties of social and economic coercion in democratic countries today. During this century these pressures, and controversies over religion and its conflict with science, have remained to trouble schools that seek to maintain intellectual freedom. In fact the 'creationism' theory is currently vying for equal class time with the theory of evolution.[31] (W-5, CTV, July 5, 1981).

Generally speaking, there has been little evidence of concern for academic freedom in the Canadian academic community. But when discussion of issues such as the recent, much-publicized clerical and parental dismay over literature used in the schools of New Brunswick takes place, there appears to be no lack of coverage in the public press. Strangely, educational organizations or journals seem to give

little direction to such discussion.

During the 1940's and 1950's Canadian teachers were concerned with economics.

> Economic welfare goes hand-in-hand with professional competence. How may I get a salary that releases me from the ... scramble to survive? Is the present leadership in a position to fight hard for money. Is my future position secure? Do I have to find powerful friends to achieve these goals?[32] (Bruneau, 1978, p. 181).

An indicator of teachers' lack of concern for matters other than money was evidenced when "The Vancouver Secondary Teachers' Association Executive resigned in the spring of 1944 in protest against member apathy."[33](Bruneau, 1978, p. 181) .

A small number of Canadian cases where teachers have tested the level of academic freedom will be documented in the final section of this chapter. It would be useful, perhaps, to note here the case of Graham Scott of Toronto. He was a

> ... math teacher and computer expert who ran (in provincial elections) for better basic skills in depressed Ward 7, then got himself censured by the teaching profession for exposing the beating of children in Brant Street School. He declined to run for re-election after the bureaucracy thwarted his efforts to disclose the reading problem at city schools and he went back to the obscurity of computer programming.[34] (Lind, 1974, p. 168).

Despite cases like this, McCurdy[35](1968, p. 91) gathered evidence that teachers are substantially protected by statutes, common law, the disposition of the courts to support them during reasonable behaviour and the quasi-judicial machinery which is empowered to deal with problems in the area of economic welfare, of tenure, and of professional conduct.

Key Studies on Academic Freedom

Any investigation of the topic of academic freedom would not be complete without considering the work of two scholars. The fact that there are only two studies considered extensive and appropriate enough for inclusion herein reflect the dearth of research data in this area.

Are American Teachers Free?, an analysis of restraints upon the freedom of teaching in American schools, by Howard K. Beale, may be considered the foundation upon which other studies should be built. The fact that it was published in 1936 should in no way negate its importance in literature. He identified the components of academic freedom and expressed many concerns, not the least of which was how free teachers were from a) their upbringing, b) the communities in which they taught, and c) the church and other institutions. With these influences, how could they be expected to pursue intellectual stimulation in the classroom, especially when so many were indifferent? Doing a job and drawing a salary with as little effort as possible seemed to be the aim of many. In fact, he found that the vast majority of those surveyed conformed strictly to the norms of their respective communities and school administrators and generally choose to avoid the issue of academic freedom completely. Beale concluded that teachers, like the average American, would rather not be bothered by thinking about weighty issues. In short, his study was an indictment of the education system, its administrators and its teachers.

The skeptics, like Beale, are still among us even though we may feel that an assessment of the system today would prove that progress

has been made in some areas. An administrator notes that "While teachers have usually paid lip service to individual differences of pupils, the thrust of education has traditionally been to produce conformity."[36](Rose, 1978, pp. 21-22). Written just three years ago, that statement is an echo of Beale's conclusion of 1936.

Ronald G. Helms would also agree with Beale. He acknowledges his debt to Beale's work in his 1972 Study of Attitudes of Secondary Social Studies Teachers, Principals, and Board Presidents of Academic Freedom.[37] This Ohio study sought responses to statements about academic freedom as it related to secondary education, particularly the social studies. Among the recommendations resulting from his study were that teachers examine their values in the area of academic freedom, that teachers become more assertive as curriculum designers and content and method selectors and that principles of academic freedom be established within codes of laws. He concluded that teachers have to become decision makers if they are to function as professionals. This dissertation is important reading for all who are concerned about the rights AND responsibilities of the social studies teachers dealing with controversial issues in the classroom.

Issues Arising from the Literature

The discussion of academic freedom presents issues so vital that both teachers and the public should carefully examine them. It has long been considered vital that teachers at universities be free to search for truth. Even in universities, however, the existence of academic freedom has been opened to question. The case of John Seely[38]

(Canadian Forum, 1975, pp. 3-5) warranted much publicity and is worthy of consideration herein. When he was first recommended for the position of Chairman of the Sociology Department at the Ontario Institute for Studies in Education, he was unable to accept the position. Two years later, when recommended once again, his appointment was rejected with increasing concern being expressed by both students, faculty and the press. From a closed hearing came rumors that his views and personality were too iconoclastic and abrasive to be suitable for an appointment at the Institute. With the Minister of Education acknowledging that he had lobbied against the appointment, a distinct pattern of direct political pressure in various aspects of its operation became evident. The question was asked: has lack of institutional restraints in Canada reflected tolerance, or has it reflected the cautious conservatism of Canadian academics? After all, it is hardly necessary to establish controls over free speech if intellectuals say only what the university and the state want to hear.

The same article on page 4 also noted a defeat for academic freedom in Canadian universities that came with "the firing of eight faculty members at Simon Fraser University for creating a radical, committed and critical department."[39] Censures by the Canadian Association of University Teachers, the Canadian Sociology Association and the Canadian Anthropology Association did not work in this instance because Canadian academics were all too willing to take up the vacated positions. The editorial concluded that both the Seely and Simon Fraser affairs point out real weaknesses in academic freedom at the

university level in Canada.

In the public schools, however, with their support coming from a large portion of the tax payer's dollar and with their elected boards, "questions of community standards and student maturity must and do play a part in all decisions that relate to academic freedom."[40] (Social Education, 1975, p. 202). After all, students are required to attend, by law, to the age of sixteen and, in most schools, the choice of classes and teachers is extremely limited. This so-called 'captive audience' in its community setting continues to be limited or constrained by community standards.

In the public school system teachers' rights at times may be juxtaposed against parents' rights. Parents, after all, do have the right to direct the upbringing of their children. There is usually little problem until teachers concerned with preparing the child to participate fully in society become involved in values or issues oriented education. Parental concern is clearly expressed by Dr. James Stevenson, Director of the Department of Behavioral Medicine and Psychiatry at West Virginia University Medical Center. He says:

> I have conflicting feelings, but an overriding opinion, concerning the degree of freedom educational institutions have with our young people. For the past several decades there has been a rapid replacement of the parent as principal teacher by the school system. Again, as psychiatrist, this is frightening to me. I doubt the institutional setting, however well-meaning, can adequately parent our children. I resent the license this setting takes in determining when my child is mature enough for certain kinds of information as I seriously question the efforts of individualized attention this requires. I sometimes feel my freedom is usurped. Community involvement in curriculim selection is a necessity: this ultimately provides more freedom for teachers and parents alike.[41] (Social Education, 1922, pp. 258-260).

Hook, (1970, p. 34) however, states a strong case for teachers' rights. He says teachers can only honestly seek truth if they enjoy "freedom from any ecclesiastical, religious, economic, or political dogmas that would bar the road to further inquiry."[42] An important question to ask, then, is whether the Edmonton social studies teacher, in an issues-oriented program, must accept this challenge of a free - inquiry, open-minded, impartial classroom. Hook (1970, p. 34) would be firm in his positive reply.

> In the field of social studies, controversial issues must be studied in the classroom without the assumption that they are settled in advance or there is only one answer in matters of dispute. The social studies teacher is obligated to approach such issues in a spirit of critical inqiury rather than advocacy.[43]

It is obvious that the problems of teaching an issues-oriented social studies program are many. It requires very professional teachers. They may have to withstand pressures and criticism from parents, students and even from fellow teachers. They may have to lobby in the community for support in pursuing their programs. They will certainly have to pursue a high quality of education in their classrooms. The fact is that

> ... we live in a political world. As social studies professionals, we should be able to turn our knowledge of the process into an asset. The success of teachers' organizations in the political world has been substantial. It is now time to turn our attention to the politics of curriculum and instruction -- not to compromise away what we believe in, but to effectively lead, persuade, and educate.[44](Hook, 1970, p. 34).

Chapter III

FORMS OF CENSORSHIP WHICH MAY LIMIT ACADEMIC FREEDOM

Authors such as Hook, Hunt, Metcalf, Beale and Passmore indicate that there are forces in society which work in quite subtle ways to curtail a teacher's freedom to teach. A review of these authors and others and material of the National Council for the Social Studies has helped to identify these forces as forms of censorship which may negatively influence the possibility for academic freedom in the social studies program. These are:

1. Ideological Censorship
2. Administrative Censorship
3. Institutional Censorship
4. Resource Censorship
5. Practical Censorship
6. Legal Censorship.

A discussion of these now follows.

Ideological Censorship

We are all, in one way or another, products of our upbringing. Our families, our communities, and our society in general have all affected how we think and the opinions we hold. In his study of the mid-1930's Beale noted how most American teachers grew up in homes which lacked good reading and focused on 'small' talk. Ideas, he says, were gleaned from movies and magazines such as Literary Digest or small-town newspapers.

It should be obvious that some changes have taken place since then. But we are none-the-less influenced, hearing more from the conservative 'right' and the radical 'left', with groups like the Moral Majority taking on a very high profile. The media is, as was indicated

previously, coming under close scrutiny and being severely critized. With a press facing accusations of being monopolistic and biased, filtering what we read and see, it is only reasonable to assume that this manipulation alone may have far-reaching ramifications from which the teacher and students cannot be exempt. Add to this the mores of the community in which one grows up and the pressures of society in general and it is inevitable that biases find their way into the classroom, limiting and restraining intellectual freedom there. Passmore says that

> ... the teacher will almost certainly have many beliefs which he is not prepared to submit to criticism, and he will be enforcing many rules of which the same is true. These beliefs and these rules may be closely related to subjects which the pupils are particularly eager to discuss in critical terms - sex, for example, or religion or politics. If the teacher refuses to allow critical discussion on these questions, if he reacts to dissent with anger or shocked disapproval, he is unlikely to encourage a critical spirit in his pupils ... in fact, being critical can be taught only by men who can themselves freely partake in critical discussion.[45] (Passmore, 1967, p. 198).

Beale (1936, pp. 636-7) is quite cynical in his assessment that "one of the fundamental reasons for the absence of critical thinking among teachers is the fact that rigorous, capable, intelligent people will not submit to the restraints of teaching."[46] The reason for his cynicism was his finding that many teachers care nothing about freedom and conform strictly to the dominant norms. More contemporary insight is given by Passmore when he says that the problem is the dual values of society

> ... which not only pays a certain lip-service to critical inquiry but in some measure values it. So the teacher who tries to encourage the critical spirit is not wholly isolated. But he will certainly find life less

> troublesome if he permits criticism only of what is generally admitted to be a proper subject for criticism.[47] (Passmore, 1967, p. 199).

Many teachers pursue the less troublesome life and only expect of students that they repeat what they are told and respect authority. Perhaps they can hardly be blamed when many issues are complex and society often gives out the kind of dual messages to which Passmore refers. Such dualities can be readily seen in people who might censor materials.

> A paradoxial twist ... is demonstrated by people who oppose the objections of religious groups to certain books. These same people, likewise in the name of human worth and equal opportunity form groups to object to books that contain racial prejudice and sexual stereotyping. The point of irony is that both groups are promoting the practice of censorship, although for different reasons.[48] (Cavanagh and Styles, 1979, p. 25).

Perhaps it is too simplistic to say that teachers care nothing about freedom to teach. When society itself is so seemingly complex it may take particularly strong, energetic and dedicated persons to pursue anything but the route with least problems.

Michael Apple believes that the school, the institution built to encourage and support democracy, trains students to become cogs in the economic structure. He points out the hypocracy of our criticism of other ideologies when we are actively engaged in the process of indoctrinating ourselves, often oblivious to the process. In fact, he says, we are concerned mainly with processing people in schools where "the relatively standardized day-to-day forms of interaction provide the mechanisms by which a normative consensus can be 'taught'."[49] (Apple and King, 1976, p. 10). These interactions lead to a forumlation of rules which efficiently organize schooling to support the economic

structure of society. Teachers themselves are products of this normative system which, as Beale found, presented obstacles to critical thought.

What happens to knowledge which is passed through teachers to students? Do their biases affect what is said and done - not said and not done? The use of materials, the nature of authority, the quality of personal relationships, the spontaneous remarks, as well as other aspects of daily classroom life are likely to contribute to children's growing awareness of their roles in the classroom and their understanding of the social setting. In Apple's study (1976) of a kindergarten class[50] it was demonstrated clearly that the teacher had low regard for creativity, spontanaiety, interaction beyond a cursory level. In a very organized way she set about to filter or censor these out of her classroom. This was done with rewards for doing things right and 'punishment' when they did not or lacked restraint. The children were reminded often that good kindergartners were quiet and cooperative - the dolls were good helpers because they hadn't said a thing all morning! Play was permitted only if time allowed. Simple coloring, listening to stories, drawing, etc. were called work. And all work activities were compulsory. The entire class worked on all assigned tasks simultaneously and the same product was expected of each. Only those which most neatly copied the teacher's sample were displayed.

Another study of a classroom in Toronto showed similar behaviour patterns.

> I joined a five-year old with headsets to hear a story on the record player. Suddenly his hands flew up. I looked around. Hands were going up all over the room. Then I

> saw the teacher at the piano; the chord had been stuck. Nothing this mere five-year old might have been doing could match the compelling sound of the C chord ... A child trained instantly to a chime has been conditioned to the fundamentals of schooling.[51] (Lind, 1914, pp. 16-17).

Is it not reasonable, then to assume that if this censorship and thought control exist at the kindergarten level, they may exist throughout the school system. Teachers may censor through their less-than-thoughful approach to the teaching-learning situation. If this is to be altered, the classroom must be seen as part of the political-economic ideology. Then teachers might bring themselves to examine whether they should not be risking the pursuit of true knowledge and critical thinking, the basis of democracy and the premise on which it is based. Otherwise they are simply sanctioning the existing arrangements which may in fact "cause unnecessary stratification (of society) and inequality in the first place."[52] (Alberty, 1938, p. 119).

Administrative Censorship

To further polarize the problems of pursuing academic freedom we have to face a very practical problem for teachers. Many board of education and school administrators have shown complete disregard for the teacher's professional role in dealing with anything outside of the set curriculum. Furthermore, we should consider the power legislators wield over education, concerned mainly with public policy or opinion and rarely admitting to being experts in the field. It is not meant to suggest that teachers should live in isolation from the remainder of society but it is important to investigate the conflict which often exists among teachers, administrators and legislators when it comes to choosing what issues will be studied and what resources will be

used. In both Canada and the United Stated there have been many instances where this conflict has been well illustrated.

In 1971, in Mossamin, Saskatchewan, Mrs. Margaret Gordon brought copies of Georgia Straight, a Vancouver underground newspaper, into her Grade Nine home economics class. A crisis developed when the mother of one student saw a copy of the paper which her son had brought home. Descriptions of explicit sexual experiences outraged her and she called the principal who, in turn called the Board of Education. Amidst rumour and controversy the local school board dismissed Mrs. Gordon for 'gross misconduct'. Her appeal to the Department of Education resulted in a closed inquiry because of the explosiveness of the issue. After a careful review of the testimony, the Mossamin Unit School Board was asked to withdraw its charges against Mrs. Gordon and set aside her dismissal. The Minister of Education, however, was critical of the article which had caused the uproar and he did not order her reinstatement.[53](Eisenberg and MacQueen, 1972, p. 10).

In Arkansas a teacher with years of classroom experience and impeccable ratings was not rehired because of alleged insubordination, lack of cooperation with administration and teaching her second graders to protest. Her students had written a letter to the cafeteria supervisor expressing their preference for raw, rather than cooked carrots. In a letter to the principal they called attention to a broken water fountain. The court exonerated her as a teacher who sought to protect the health and safety of her pupils, warning the board against intimidation of one who encouraged discussion of controversial subjects.[54](Sinowiky, 1973, p. 41).

Marvin Pickering of Illinois wrote a letter to a newspaper as a

concerned citizen, taxpayer and voter, criticizing the totalitarian nature of the school system. The Board of Education dismissed him. He took his case to the local court believing that he was protected by his constitutional right of free speech. He lost. In an appeal to the Illinois Supreme Court it was ruled, among other things, that a teacher had no right to show disrespect to the Board of Education. An appeal to the United States Supreme Court brought forth a landmark decision. It was ruled that a teacher does have the right to speak out on issues of public importance and that, in so doing, may not be dismissed from public employment.[55](Phi Delta Kappan, 1972, p. 260).

In 1965, R.L. Hertzog, a teacher employed by the County of Strathcona, Alberta, had his employment terminated for using materials which had not been authorized by the Social Credit Government. A spokesman for the County indicated that a hearing found Mr. Hertzog had acted 'contrary to the best interest of the students', and was guilty of 'gross misconduct'. He was given 'due process' and his employment was terminated by mutual agreement.[56]

In Langley, British Columbia, 1971, three teachers were suspended by the local school board. The summonses to the teachers to appear before an August 21 meeting of the school board instructed them 'to appear before the board ... to explain your involvement in the problems experienced at Belmont Elementary School'. The nature of the 'problems' and of the teachers' alleged involvement was not made public nor explained to the teachers. All were on vacation at the time. Doris Ferry and Mary-Anne Johnston could not attend. In fact, Mrs. Ferry felt professional and/or legal advice would be appropriate before her appearance. She was suspended, without pay. Mr. Erelendson, the

third teacher, was able to appear on September 5 and was reinstated. By November of that year Mrs. Johnston and Mrs. Ferry were taking action in the Supreme Court of British Columbia and the British Columbia Teachers' Federation was providing legal aid in the action. Its executive also unaminously agreed that action be taken to ensure teachers have the right to be informed in writing of any allegations against them in disciplinary matters in the future.[57] (BCTF Newsletters, 1978).

Early in May, 1981, students of St. Peter's, Nova Scotia stayed out of school for two days to protest the demotion from Principal to classroom teacher of Dr. Eugene Holly. Dr. Holly had taken part in writing a brief criticizing various aspects of the educational system of Richmond County. At the time of this writing it was not certain whether the students' actions had reaped positive results.[58] (CBC Radio News, 1981).

These cases show the tenuous perch of teachers. They must constantly ask whether the materials are going to prove offensive, whether they will find support not only from those at the administrative levels but, indeed, from their fellow professionals. These concerns may work in subtle ways to affect not only the material covered, the methodology used and the teaching performance itself, but also to limit involvement in matters of concern outside the classroom.

These are things teachers come to understand, that are simply not done. They realize the principal, superintendent or school board have the power to hire or fire. Some teachers cannot tolerate these pressures and leave. The most serious problem, however, is that denial

of freedom to those who stay and submit to these infringements. The official policy of the National Council for the Social Studies states that "Any pressure which restricts the responsible treatment of issues limits the exercise of academic freedom."[59] (NCSS Policy Statements, p. 10). Might we not also conclude that any pressure which restricts the responsible treatment of teachers also limits its exercise? The answer must be "Yes".

Institutional Censorship

It is clear that schools are institutions which, like other institutions, tend to perpetuate their existing and fossilized structures. Those structures tend to be inert and conservative. Textbooks may outlive their authors as well as their original knowledge sources. A curriculum is often handed to the teacher from a higher authority. Content has been filtered to get rid of things which may not be acceptable. Often biases appear and the structure of the material is such that interpretation by the teacher is discouraged.

It is possible for teachers, parents and students to become uncomfortable when material gives them no 'cut and dried' answers, no straight facts. Not only may they personally feel intimidated and insecure but they feel that democracy is being undermined. Sometimes this feeling of insecurity leads people into movements such as one which is currently termed 'back to the basics'. These people feel comfortable with school curricula which are written for a common understanding of the meanings, limitation and potential the classroom allows for student-teacher interaction. It is assumed by many writers, teachers and parents that the students will have to

accomodate themselves to both the environment and the materials, and while teacher-student interaction may sometimes be suggested by both the setting and the materials, opportunities to do so are generally carefully circumscribed. It is the situations where curriculum is prescribed, the teacher's role is one of enforcing restraint and where the institution absorbs and assimilates, transforms and changes people to fit in, that most people are comfortable in and with which they express most satisfaction.

There are, however, thoughtful critics of this process.

> ... the fact that the human imagination is supple and sometimes survives is not proof of the acceptability of the (school) system. If the surface is calm we ignore what is beneath. Ironically, it can be said with equal justice that as long as the exterior is turbulent, it matters little what goes on inside the building or inside the child. If there are perturbations on the surface, it will be assumed that there is error within, and the perturbations will be stopped. This principle leads to a number of absurdities for which no one attempts a moral or even a rational defence: there is none. They are absurdities demanded by the anxious community, itself too deeply committed to its insulation from reality to be bothered by its own foolishness ... [60] (Watson, 1969, pp. 68 - 69).

These are serious considerations for teachers preparing to make critical inquiry part of their classrooms. It should matter to them a great deal what goes on inside the classroom and inside the child. Curriculum, the teachers tool, should be free of the rigid requirements of content and interpretation. The teacher should be free to cooperate on curriculum development and revision and to bring resources into the classroom as he or she deems necessary. The National Council for Social Studies sees restraints and restrictions in this area as a major threat to academic freedom.

> The availability of adequate and diversified materials is essential to academic freedom. Selection, exclusion or alteration of materials may infringe upon academic freedom ... Actively involving teachers in selection procedures based on written criteria to which all interested persons have access is an essential safeguard.[61] (NCSS Policy Statement, 1975, p. 9).

These standards may be difficult for some to accept. They are, nevertheless, vital if an issues-oriented program is to be pursued successfully.

Resource Censorship

As has always been indicated, it is generally accepted by the main writers in the field of academic freedom, that the main business of the teacher is to transmit to youth those aspects of the cultural heritage that have been selected and organized by the writers of textbooks, publishers, curriculum committees and other specialists. There is no issue of freedom as long as the teacher accepts this premise and chooses to stay within the prescribed limits of the text. The issue can, however, become one of great importance when teachers attempt to take issue with obviously biased texts. He or she may quickly become the center of controversy.

It may be assumed that text book producers are most interested in making money. They may, then, print texts which they feel will be accepted without too much question. Likewise, it may be assumed that school administrators are generally interested in maintaining the 'status quo', after all it is they who usually have to deal with the public. Parents look to teachers and textbooks to provide their children with neat, tidy answers to the problems they will face in life. A case in point is that of a competent chemistry teacher in

Oregon[62](Sinowiky, 1972, p. 42) who was fired in mid-contract without warning, for 'inadequate performance'. Not until the school board hearing did the principal reveal his displeasure with the teacher's failure to adhere to the schedule in the textbook. The teacher had the students working on projects at their own speed. In state court he finally won the case and returned to the classroom.

In short, it is to the conservative element of society that curriculum developers and publishers generally address themselves. As long as teachers are not free to participate in curriculum development and supplement texts and criticize them openly, they are not experiencing academic freedom.

> Because textbooks are the most common resource used in the classroom, there is a continuous struggle to control their selection. In states which use the 'approved list' method of textbook selection, the school's freedom of choice is obviously limited. However, even in states which leave textbook selection to local districts, pressures from individuals or special interest groups may circumscribe freedom to teach and to learn.[63] (NCSS, 1971, p. 9)

In Canada, as well, there can be interference with curriculum development and experimentation at high levels. Professor John Eisenberg,[64](Lind, 1974, p. 173) in developing a high school curriculum on current affairs, chose to include in a report of an incident at Forest Hills Collegiate, Ontario, when a student was suspended for calling the principal, in print, a 'paper tiger'. The Minister of Education refused to place that book on Circular 14, the Ministry's approved list of textbooks. It was rejected on the grounds that it contained accounts of actual people that could cause embarrasment.

The National Council for the Social Studies believes that

> subject matter selection strikes at the very heart of freedom in education and that ... the genius of democracy is willingness to generate wisdom through the consideration of the many different alternatives available.[65] (NCSS, 1975, p. 9).

As long as there are forces at work preventing this from taking place, academic freedom cannot exist.

Practical Censorship

A teacher's freedom to teach involves both rights and responsibilities. The responsibilities are, simply, the use of the highest intellectual standards and the maintenance of a spirit of free inquiry, openmindness and impartiality in the classroom. Much mitigates against the teacher, however, in pursuing these responsibilities. It is an accepted fact that many teachers are working under the considerable stresses of large classes, little free time for planning, inadequate resources, lack of funding for special projects and so on.

> How free is the teacher who must teach thirty-five to forty periods a week? How free is the teacher who is given neither the time nor the resources to plan learning opportunities in line with the needs of his or her students?[68] (Ledgerwood, 1974, p. 18).

The answer is, of course, that a teacher's freedom is severely limited and will continue to be as long as teachers operate under such conditions and apologize about the situation as if it were their own personal fault. When teachers place the blame exactly where it belongs - in the hands of the decision makers (administrators and legislators) - they will have taken a major step toward overcoming these serious restraints on their freedom to concentrate on individuals, to innovate, to develop materials and learning activities. Until then, academic

freedom will remain an illusion.

Legal Censorship

The present lack of legal clarity, particularly in Canada, concerning academic freedom at the pre-college level is a potential source of teacher insecurity. In both Canada and the United States, court decisions have not consistently supported teachers. In fact, the National Council for the Social Studies feels that it may take many years of litigation to delineate precisely the areas of teaching and learning that are protected. Three cases from the United States are worth noting.

1. An English instructor in Virginia corrected and commented upon her students' themes rather than marking them in the traditional manner. She was unemployed for the next year.[67] (Sinowicky, 1972, p. 41).
2. A federal appeals court upheld the right of a New York eleventh grade English teacher to wear a black armband in class in symbolic protest against the Vietnam War. The court concluded that it would be extremely foolhardy to shield students from political debate and issues until they have to enter the voting booth. It warned schools against the 'pall of orthodoxy' which chokes the freedom of dissent.[68](Sinowicky, 1972, p. 42).
3. A federal court in Indiana upheld the nonrenewal of a social studies teacher who had advocated polygamy and attacked marriage, criticized his colleagues and promoted union activities in the classroom without presenting alternative points of view.[69] (Sinowicky, 1972, p. 42).

One of the most celebrated and long-fought Canadian cases is Lacarte v. the Board of Education of Toronto.[70](McCurdy, 1968, p. 91). In this landmark case Ms. Lacarte, after employment by the Board for eight years, had her assignment changed to her dissatisfaction. She complained to the principal and was, finally, given notice of the termination of her contract in 1948. A Board of Reference hearing in 1950 upheld the decision to dismiss her. In 1953 she sued for damages for wrongful dismissal and for libel. The action for wrongful dismissal was heard separately and was dismissed. Both actions were appealed in the Supreme Court of Canada in 1955 and the wrongful dismissal case was dismissed. The action for libel was more complex. The plaintiff argued the Board's notice of dismissal was defamatory and had been seen by various Board employees. The case was dismissed and appealed to the Court of Appeals, dismissed there, and again by the Supreme Court of Canada in 1959, 11 years after Ms. Lacarte's contract was terminated.

In Nova Scotia a school principal was dismissed for refusing to carry out the instructions of the school board concerning noon-hour supervision.[71](McCurdy, 1968, p. 94). He appealed to the school board for a hearing and was supported by the Home and School Association. The board agreed to rehire him as a teacher, provided that he resign his designated position as principal. He then left the scene, returning to his home in another part of the province. He appealed to the provincial cabinet for an interpretation of the Education Act on both points - insubordination and dismissal. The cabinet declined to interpret the points, advising court action. Mediation by the Nova Scotia Teachers' Union resulted in the school board's rescinding the

motion of dismissal and the principal's submitting his resignation.

In a case before the Court of Queen's Bench in Regina, McKay v. The Board of the Govan School District Unit No. 29 of Saskatchewan and Molesky,[72](McCurdy, 1968, p. 135) a claim of teacher negligence was tested. McKay, a high school student, was injured in a fall from parallel bars while being instructed in gymnastics by one of the defendants, Molesky, a physical education instructor. Molesky, in applying for dismissal of the charges of negligence, demonstrated he was acting under the authority of the school board. The case was dropped as the judge ruled he could not be held liable under sec. 255 (a) of the school act which stated clearly teacher non-responsibility for personal injury suffered by pupils during board-, principal- or teacher-approved activities. The defendant teacher enjoyed full support, legal and otherwise, from his professional organization, the Saskatchewan Teachers' Federation.

McCurdy notes, however, in concluding his dissertation, the lack of

> cases in Canadian annals does not necessarily mean laws are less restrictive (than American laws), or that Canadian teachers are more free to exercise academic freedom. Neither is the fact that academic freedom is not generally a public issue in the schools necessarily a matter for rejoicing. One is impressed with Underhill's comment on the matter: "My own personal feeling remains that the best way to defend academic freedom is to exercise it."[73](McCurdy, 1968, p. 147).

To sum up, he says that "If the teacher does not exercise academic freedom it is not because he is not in a position to do so. In many provinces tenure legislation affords a substantial measure of protection ..."[74](McCurdy, 1968, p. 147). He agrees entirely with the philosophy of the National Council for the Social Studies when he says,

"Perhaps the best approach would be to assume that academic freedom exists without question and to teach accordingly ... the area of freedom would expand if its edges were vigorously probed."[76](McCurdy, 1968, p. 147).

Conclusion

It should be noted that a study of educational journals brings to our attention each year new articles on the freedom of teachers to teach. So much is expected of schools that perhaps it is no wonder teachers may live lives of intimidation. To some it may seem that they have had to take over all of the problems that families, churches and other institutions of society cannot solve. Most teachers are not lawyers, psychiatrists, priests or social workers.

It is perhaps time, then, that teachers' framework became more clearly defined. One method is through an examination of cases such as those which have been presented herein. The literature makes it clear that extremely high standards are demanded of teachers. It would seem that the public has few causes for complaint - whether through lack of knowledge or lack of concern it cannot be certain. As teachers face cutbacks due to shrinking populations or economics, increasing competition in a profession in which demand is shrinking and growing demands from pressure groups, they may become increasingly concerned with the various tenets of academic freedom and more actively pursue it or, conversely, they may be increasingly intimidated by criticism and grow to expect less than ever before.

Another way to define teachers' framework is to have teachers and administrators formulate a statement of academic freedom. This may

help teachers rid themselves of insecurities they may have regarding the study of important issues. It would start by having all parties seriously consider the importance of freeing teachers to teach. Care should be taken, however, as Helms (1972, p. 95) reminds us that "freedom within limits" can be stretched to cover almost any conceivable degree of liberty or it may cover up for the worst sort of restraint and tyranny.[76]

Helms (1972, p. 103) also notes that

> Perhaps the ultimate solution to the problem of academic freedom lies in fulfilling an age-old goal of education: to teach people to think. If more children were taught to think, to analyse, to form intelligent judgements of their own, these citizens would then later value freedom and, consequently, academic freedom.[77]

Do the teachers surveyed in this study value academic freedom? Should they be intimidated and demoralized by the views and demands of the censors? (Indeed, can they help it?) Should they pay more attention to parents' demands? Who is actually responsible for the attitudes and ideas which will be instilled in children? These are important questions for those debating the tenets of academic freedom. Some of them will be considered in this study of Edmonton senior high school social studies teachers.

Questions are asked acknowledging that, as with any freedom, abuses will occur "... but that it is better to tolerate abuse rather than suffer censorship which could result in intellectual enslavement."[78] (Helms, 1972, p. 102).

Chapter IV

METHODOLOGY, DATA PRESENTATION AND ANALYSIS

This chapter sets out the parameters of the study, problems faced with its design and administration, presents the data and analysis, attempts conclusions and makes several recommendations.

Methodology

For the purpose of this study it was essential to limit the survey to the City of Edmonton, Alberta. Time and cost factors were such that it was also found necessary to delimit the teacher population to the senior high schools and to request the responses of the total social studies teacher population in order to avoid sampling procedures.

The population sample, gathered from computer tables provided by Alberta Education and approved by both school boards was as follows:

Edmonton Public School Board	91 teachers
Edmonton Separate School Board	63 teachers

Restrictions were placed upon the researcher by the school boards. It was near the end of the school year and certain schools, because of extremely busy schedules, asked to be exempted. The limited finances of the researcher, a pending move from Edmonton at the time the data were collected and the age of the data at the completion of the study make any kind of generalization especially tenuous.

This clinical or conceptual study's questionnaire was designed with the testing of the six stated forms of censorship in mind. Each of

these censorships will be considered in light of the data which has emerged from the questionnaire and the kinds of problems facing teachers will be discussed bearing this data and the findings in the literature in mind.

It was felt at the beginning that the study should be limited to the senior high schools for pedagogical reasons. Throughout the literature the inappropriateness of academic freedom in the lower schools, considering the malleability of young minds, was a major theme. It was a thought that issues such as this would fragment the conceptual thrust of the study and it was, therefore limited to the senior high schools.

The Questionnaire

During the academic year 1977-78 work on the questionnaire was begun, using the research of both Howard K. Beale and Ronald G. Helms as guidelines. Several drafts were circulated throughout the Department of Secondary Education for refinement.

Sections I and II of the questionnaire were originally accompanied by a scale of Yes, No, Uncertain and NR - no response. During the thesis proposal presentation, it was felt by those present that the scale should be changed to read Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The change in Section II presented a minor quandry for most respondents but it was solved when they indicated that an Agree response meant Yes and a Disagree response meant No. When the responses were tallied, this is the method the researcher used.

Formal approaches were made to the Edmonton Public School Board

and the Edmonton Separate School Board. Once approval to carry out the study had been obtained, a letter was written to each school principal explaining the study and enlisting their support.

As it was felt that personal contact might significantly affect the percentage of returns, the questionnaires were personally delivered to the Heads of the Social Studies Department in each school of the Public School Board. The Separate School Board wished to do its own distribution. Ultimately, it was found that the fifty-four point five percent return justified the time spent in personally delivering many of the questionnaires as I did, as well as returning to the schools to ask the cooperating department heads to encourage their staff to complete them. Whether they cooperated or not cannot be certain. It must be noted, however, that many had a very jaded approach to the study, feeling that they had enough to fill their time without adding yet another questionnaire from the University to their list of chores. The personal contact, plus letters to the Principals of the schools and to each teacher, were, for whatever reasons, not enough to prompt a larger response.

As to the question of why more teachers did not respond, one can only assume that lack of interest in the subject, pressures of time, frustrations with questionnaires in general or even lack of encouragement or non-receipt of them may be factors.

However, since the response ratio of fifty-four point five percent is low, the question of how adequately the respondents represent the total population must be raised. It is assumed that the study, simply, represents fifty-four point five percent of the social studies teachers in approved Edmonton Public and Separate Schools during the year 1976-77.

To assume otherwise would be unwarranted.

The question of bias will be discussed when the demographic data is considered.

In retrospect, a number of changes might have been attempted in the approach:

A. A pilot study might be considered essential if all ambiguities are to be worked from questions. This editing might have made the purpose for each question clearer, the language more concise and, in the final analysis, may have encouraged more to participate in the study.

B. Perhaps a personal contact with each teacher might be arranged to encourage participation, with a follow-up telephone call or card in the mail.

C. Perhaps a random sample using the interview technique would clarify any misunderstandings regarding terminology and ensure maximum participation.

Data Presentation and Analysis

The Demographic Data, which two respondents chose not to complete, will be reported in graph form with standard deviations. Relationships between this data and certain specific responses to the questionnaire will be attempted.

The findings of Section A of the questionnaire have been divided into sections corresponding to the six forms of censorship described in Chapter III. They will be reported in total and brief comments on the findings will accompany them. Analysis will follow.

Section B, which deals with the actual classroom situations of the

respondents vis-a-vis the teaching of controversial issues, will be grouped to ascribe to the possible censorships. They will be reported and discussed, particularly as they relate to the responses to Section A which attempted to identify what conditions the respondents indicated should exist in their classrooms.

The rankings in Section III and IV will be reported as percentages of the total responses and conclusions will be attempted from this data.

When the questionnaire was constructed it became obvious that a number of questions addressed themselves to more than one issue. For example, Question 17 in Section A should be examining the existence of both Resource and Administrative Censorship. It reads as follows: School Administrators should have the right to have any book they feel is controversial removed from the curriculum. It prompts such questions as: How free is the teacher of the influences of both the community and school officials to choose materials, to investigate issues and to make decisions about the materials to be used in his or her classroom?

Likewise, Question 29 may indicate how much Administrative and Legal Censorship exists. It reads as follows: Social studies teachers should be free to criticize or lawfully oppose any government official or policy.

Other questions can also be seen to address themselves to more than one issue.

The limitations of some questions and the consequential restrictions on possible interpretations is acknowledged. This problem would possibly have been eliminated had a pilot study been possible. As time limitations were severe, the questionnaire went forth, as has previously

been indicated, with recommended changes from the meetings when the study was proposed and from various suggestions from its' circulation in the Department of Secondary Education.

Bias

When this study was proposed and the questionnaire designed a sincere attempt was made to have a balance in questions as they relate to the various identified censorships and to word them so that any bias of the researcher was not evident. It is obvious that some respondents felt this had not been done successfully. If bias was in fact perceived, none was intended. As has been admitted, any future studies in this area should be piloted to expose any bias or ambiguity.

Because no sampling procedures were applied, it is admitted that the study was wide-open to bias if, in fact, a particular segment of the teaching population chose to reply. For example, if more females than males had responded, bias would be immediately evident as in fact more males teach in high schools than females. It is satisfying to report, as the demographic data will confirm, that more males than females did respond. Also, bias may have entered if a very high proportion of teachers with six or more years' experience had responded or only teachers under 34 years of age. The data, again, confirms that neither was the case.

The study may be biased again as forty-five point five percent of those surveyed chose not to respond. Perhaps these were the very busy teachers with larger classes and more responsibilities in their schools. Perhaps these were the ones who cared passionately about academic

freedom. Perhaps they cared not at all. In any case, their absence demands admission that bias did enter this study and placed extreme limitations on the possibility of generalizing to the general teaching population.

The data presentation and discussion now follows:

Demographic Data

It should be noted that two respondents refused to complete this section of the questionnaire as they said it would threaten their anonymity. Obviously, their refusal was based on a misunderstanding, since at no point did the researcher ask for names or have any way of knowing the immediate source of the returned questionnaire.

Questions 1 and 8 regarding a) sex of the respondents' and b) regarding the social sciences they feel are their particular strengths, will be reported in raw numbers. Question 4, regarding school population numbers, will be reported with a Frequency Bar Graph, as will Question 5, regarding grades taught by the respondents. The remaining questions will be reported with Frequency Bar Graphs, standard deviations and analysis of the data gathered from the graphs.

Question 1

Respondents by sex: Female = 21

Male = 61

Question 8

The social sciences which are the main strengths of the respondents are:

Social Science	Number of Respondents
History	69

Geography	19
Sociology	30
Political Science	36
Economics	26
Other	16

It is clear from the data that many respondents felt qualified in more than one of the social sciences.

Tables 1 and 2 report the age, by sex, of the respondents. It is clear that the majority of male respondents were older than the majority of female respondents. More male respondents were in the 35 to 49 (midpoint 42) category and more female respondents were in the 25 to 34 (midpoint 27) category.

The standard deviation for males of nine point seven while that of females is two point zero seven.

Tables 3 and 4 report on the number of years of teaching experience. It is clear that the majority of male and female respondents have tenure. In both cases, the majority have over six years' experience.

The Standard Deviations were as follows:

Females - one point three

Males - one point zero

Tables 5 and 6

For the sake of efficiency, the school sizes reported were grouped into the following categories:

500

500 - 999

1,000 - 1,499

1,500 - 2,000

2,000

The midpoint of these groupings were chosen when preparing the Frequency Bar Charts.

The average school size for the female respondents was five hundred and thirty-seven. The average for male respondents was four hundred and fifty-six.

Tables 7 and 8

In reporting the grades taught by the respondents, groupings were composed as follows:

Grade 10 only

Grade 11 only

Grade 12 only

Grades 10 and 11

Grades 11 and 12

Grades 10 and 12

Grades 10, 11 and 12

The numbers on horizontal axes on the Frequency Bar Graphs correspond to these groupings. For example, Grade 10 only is represented by 10, Grade 11 by 11, Grade 12 by 12, Grades 10 and 11 by 13, Grades 11 and 12 by 14, and so on.

It is clear from these figures that more than half of the female respondents teach one grade only while the majority of male respondents teach two or more. This may be related to their greater teaching experience.

Tables 9 and 10

The respondents were asked to indicate the average size of their classes. Again, their responses were grouped, to facilitate reporting, as follows:

Class sizes	20
	20 - 25
	26 - 30
	30

The midpoints of these groupings were chosen when constructing the Frequency Bar Charts.

The standard deviation for females was two point five and for males it was two point six.

The charts make it clear that more than half of both male and female respondents teach in classes of from 26 to 30 students.

TABLES 11 AND 12

The respondents were asked to report the percentage of time they spent teaching social studies. The categories shown in percentages along the horizontal axis are the exact numbers suggested by the respondents.

In both cases, the majority spend one-hundred percent of their time teaching social studies.

The standard deviation reported for males was twelve point nine while that for females was three point six.

Section A: Teachers' Perceptions of What Freedom Should Exist

Ideological Censorship

Do the social studies teachers of Edmonton feel they should teach their students to think or do they equate this with radicalism?

21. The social studies teacher should be committed to the developing of the students' ability to question established views.

SA	A	U	D	SD	NR
11%	70%	6%	11%	2%	0

9. Teachers should be free from community restraints when deciding what issues are to be discussed and what materials are to be used in the classroom.

SA	A	U	D	SD	NR
4%	32%	14%	49%	0%	1%

19. Parents should have the right to influence decisions such as the selection of texts used in the classrooms.

SA	A	U	D	SD	NR
12%	44%	8%	30%	6%	0

13. Teachers should be free to make the final decision on the suitability of materials to be used in their classrooms.

SA	A	U	D	SD	NR
13%	49%	10%	26%	2%	0

25. Students should feel free to express opinions which differ from those of the teacher or their classmates.

SA	A	U	D	SD	NR
34%	60%	4%	0	1%	1%

20. The partial purpose of the social studies is the promotion of constructive social change.

SA	A	U	D	SD	NR
12%	64%	14%	8%	0	2%

23. The social studies teacher is an agent of change.

SA	A	U	D	SD	NR
5%	41%	27%	25%	0	2%

The discussion of ideological censorship centers around the issue of teachers' freedom from constraints of community and various agencies and institutions. The majority of respondents disagreed with the idea of complete freedom or were uncertain about it. Perhaps they did not know exactly what 'academic freedom' means. Perhaps they had not given it much consideration. In any case, a significant number felt a responsibility to the community in which they lived. While only thirty six percent of teachers surveyed affirmed they should be free of community restraints in deciding on issues and materials, fifty-six percent felt parents have the right to influence such decisions and sixty-two percent felt they should have the right to make the final decision in such matters. It would appear, then, that there is significant disagreement about the amount of freedom the respondents felt they should have. Many admitted parents' rights, acknowledged community restraints but held fast to the final decision on material use. That decision was theirs and theirs alone. A very significant twenty-eight percent disagreed, however.

Ninety-four percent opted for students' freedom to express opinions which differed from the teachers' and other students'. Other

questions which rated such a positive response were numbers 7, 11 and 22, which dealt with class size, exposing students to opposing points of view, encouraging students to research and analyze and those relating to the availability of a variety of materials in the classrooms.

While the majority of social studies teachers saw social studies as promoting social change, not half of them saw themselves as agents of change. This poses a question: if the social studies are to promote social change, can this be done if the teacher is not the agent, or promoter or catalyst? The twenty-seven percent uncertain responses to the 'agent of change' question may indicate that these teachers had not seriously considered this proposition or they, in fact, had not considered it seriously enough to be able to respond more definitively. They, in fact, may not have all understood 'agent of change' to mean the same thing. In other words, it may be a problem of interpretation. However, they were not asked if they 'initiated' or 'forced' change.

In Question 20 it states that 'the partial purpose of the social studies is the promotion of constructive social change'. Teachers may simply disagree with this on the basis that they do not see the social studies in this light and view it as just another course of study. They may not have equated the acknowledged characteristic of the program which is 'promoting informed, positive active citizenship' with 'promoting constructive social change'.

Likewise, Question 21 indicates that while eighty-one percent of respondents felt the social studies teacher should be committed to develop students' ability to question established views, nineteen

percent or one-fifth of the respondents did not feel this way. The problem may be one of interpretation of the question. However, Question 14 which is very specific about the questioning of authority, has an even greater percentage of dissenters - thirty-five percent. So the idea of interpretation problems with Question 21 may not be relevant.

Administrative Censorship

How free is the teacher, as citizen, to criticize and oppose government officials and policy? Outside of the set curriculum, how free is the social studies teacher to deal with other materials and issues? Are there pressures from parents, heads of departments, principals and school board officials, especially when decisions regarding materials and curriculum are concerned?

29. Social studies teachers should be free to criticize or lawfully oppose any government policy or official.

SA	A	U	D	SD	NR
19%	50%	13%	10%	8%	0

1. When the question of suitability of materials arises the school board should have the authority to make the final decision.

SA	A	U	D	SD	NR
5%	38%	3%	30%	24%	0

17. School administrators should have the right to have any book they feel is controversial removed from the curriculum.

SA	A	U	D	SD	NR
2%	16%	20%	43%	19%	0

14. An important objective for the social studies students is the ability to question all forms of authority (e.g. political, experts, the written word, the law, administrators).

SA	A	U	D	SD	NR
19%	44%	18%	17%	2%	0

5. Parents should have the rights to have any book they feel is undesirable removed from the curriculum.

SA	A	U	D	SD	NR
1%	18%	10%	44%	27%	0

Only sixty-nine percent of the respondents felt they should be free to criticize or lawfully oppose any government policy of official. A significant thirteen percent were uncertain as to whether or not they should be. This may indicate they do not feel their rights as citizens should extend into the classroom. They may feel that doing so would threaten their status or employment situation. They may feel that their students pay an inordinate amount of attention to their personal views and are, therefore, hesitant to express them. In any case, they do not express here a great deal of confidence in their civil rights.

Two questions were asked concerning the freedom of the teacher to deal with materials and issues outside the set curriculum. In Question 1, only forty-three percent supported the school board's authority to make the final decision regarding materials. Only eighteen percent would give the right to remove controversial materials to the administrators and only nineteen percent would give that right to parents. A full twenty percent were uncertain about administrator's rights in this regard, perhaps being cognisant of the fact that they have to deal with the public. Where influence or advice were concerned, however, fifty-six percent of respondents did agree that parents had that right. This bears out the respondents' awareness of community concerns which was expressed

previously in Question 9. It must be remembered here that Question 13, previously noted, only sixty-two percent gave support to teachers for the final decision on materials.

Sixty-three percent of respondents feel that students should learn to question authority. This ties closely to the sixty-nine percent of respondents who stressed their own rights to criticize government officials or policy. There remains, however, a significant number of teachers who appear uneasy about this and about teaching their students the requisite skills, thus opening the question of where the students may, in fact, learn the skills of democratic discourse if not in the classroom.

Institutional Censorship

In a sometime rigid and conservative institution like the school, teachers may be locked into a pre-conceived approach to, and interpretation of, the curriculum. This rigidity or any uncertainties which may exist may come from fear of criticism from colleagues, administrators or parents or it may, simply be an assumption about the way things get done from what one observes on a day-to-day basis.

Does any rigidity within the institution itself interfere with the dealing with issues which may arise in social studies classrooms?

7. Learning the techniques of lawful democratic dissent should be important in preparing for active participation in a democratic society.

SA	A	U	D	SD	NR
33%	58%	5%	4%	0	0

4. Social studies classes should help students learn the techniques of lawful, democratic dissent (e.g. public debate, strikes, marches, using the public media, exerting influence).

SA	A	U	D	SD	NR
26%	62%	8%	3%	1%	0

22. Social studies students, where appropriate, should be encouraged to research, analyze and discuss the performance of the present government.

SA	A	U	D	SD	NR
28%	71%	0	0	0	1%

28. Students should have wide exposure to controversial issues in the classroom.

SA	A	U	D	SD	NR
20%	66%	8%	6%	0	0

24. Social studies students should learn about human sexuality issues such as homosexuality and pornography.

SA	A	U	D	SD	NR
4%	32%	33%	24%	5%	2%

25. Materials should be readily available which deal with such controversial issues as homosexuality and abortion.

SA	A	U	D	SD	NR
8%	54%	26%	10%	2%	0

11. Students should be exposed to opposing points of view in the social studies classroom.

SA	A	U	D	SD	NR
47%	52%	0	0	0	1%

8. Members of strongly opposing ideologies should be invited to speak to social studies classes.

SA	A	U	D	SD	NR
19%	52%	24%	4%	1%	0

Ninety-one percent of respondents agreed that the techniques of lawful democratic dissent were important for students to learn. Following this, eighty-eight percent agreed that specific techniques such as strikes, marches, etc. should be learned. It is interesting to note the increase of three percent in the uncertain category when the respondents were faced with the 'specifics' of democratic dissent.

Eighty-eight percent also believed in exposing students to controversial issues. When faced with specific controversial issues such as homosexuality and pornography, however, many respondents were not favourably disposed. Only thirty-six percent agreed, twenty-nine percent disagreed, while a significant thirty-three percent were uncertain how they felt about it.

Exactly what issues the respondents would look upon favourably is not certain. Perhaps the two which were posed presented problems because the respondents are dealing, for the most part, with minors and the issues may encourage discussions in which views tend to polarize. That, however, would be an assumption and is one which can only be tentatively posed here. In fact, the respondents themselves may be uneasy about discussing such matters even among their own peers.

While the respondents' conviction concerning the learning of techniques of democratic dissent wavered somewhat, a full ninety percent felt that their students could be encouraged to research,

analyze and discuss the performance of the present government. It may be assumed, however, that this is a non-threatening activity for many involved in the process of educating.

When the advisability of having materials available on the issues of homsexuality and abortion was raised, sixty-two percent agreed while, again, a significant minority of twenty-six percent were uncertain.

There was no doubt at all that the respondents felt it advisable to expose students to opposing points of view. Ninety-nine percent felt they could agree. However, going so far as to have those with opposing viewpoints in the classroom presented problems for some twenty-nine percent. Whether this uncertainty or disagreement stemmed from the inability of the respondents to handle such situations or from fear of criticism from colleagues, administrators or parents, is not clear. One must remember, however, that in some institutions keeping a low profile by not inviting speakers in, not teaching specific techniques of democratic dissent and not confronting such explosive issues as homosexuality and abortion may ensure teachers' survival.

Resource Censorship

The teachers' most important classroom aid is the textbook. How tied do teachers wish to be to a prescribed curriculum with limits on texts, materials and other resources?

3. There should be a prescribed curriculum to which all social studies teachers should adhere strictly.

SA	A	U	D	SD	NR
16%	31%	10%	30%	12%	1%

18. Standardized provincial exams for high school students should be reinstated.

SA	A	U	D	SD	NR
25%	26%	13%	21%	14%	0

6. Teachers should have easy access to a variety of materials on any topic they may study and discuss in class.

SA	A	U	D	SD	NR
51%	47%	2%	0	0	0

2. Texts with many different viewpoints should be used in the classroom.

SA	A	U	D	SD	NR
41%	58%	1%	0	0	0

15. Materials should be readily available which deal with controversial issues as homosexuality and abortion.

SA	A	U	D	SD	NR
16%	59%	4%	11%	0	0

10. Social studies textbooks should give students insights into various political systems.

SA	A	U	D	SD	NR
46%	54%	0	0	0	0

It appears obvious from the responses to these questions that, while many teachers wish to have a prescribed text and formalized exams, the majority wish to have access to a variety of materials. It must be acknowledged here that this question points out what was earlier admitted - the limitation of certain questions. Perhaps their responses to this Question 6 indicate, simply, a wish for more

materials in their classrooms.

Forty-two percent were certain they did not want a prescribed curriculum. Certainly, forty-seven percent felt they did, and this is most significant. Why, then, should fifty-one percent opt for standardized provincial exams unless fifty-one percent want a prescribed curriculum? This is only one of the questions that might be answered in another form of survey such as the interview method.

Ninety-eight percent opted for a variety of materials on the topics discussed in their classes and ninety-nine percent felt texts with many different view points should be used. All respondents felt texts should give students insights into various political systems.

It would appear, from the responses, that the majority of respondents wish to have firm standards. It might be said that exams provide a more difinitive idea of what is expected than simple guidelines and the setting of one's own examining procedures.

Nowhere is it indicated, however, that teachers want to return to the old-style classes with one textbook. They are concerned that students be exposed to a variety of viewpoints.

Practical Censorship

Thus far, there has been no indication of the practicality of respondents' involvement in curriculum innovation. How often will teachers admit to a wish to involvement in curriculum research and design, yet have to admit to severe limitations of time for the planning and investigation required? How does class size restrict these endeavors? Does limited funding for such research impinge upon successful participation in it?

The following questions ask what teachers felt about such matters.

12. Teachers should have the resources and funds available to participate in the development of their own curriculum.

SA	A	U	D	SD	NR
28%	54%	6%	10%	2%	0

26. Teachers should participate in the determination of class size and structure.

SA	A	U	D	SD	NR
26%	59%	4%	11%	0	0

27. Class sizes should be limited in order that social studies teachers can pursue a successful issues-oriented curriculum.

SA	A	U	D	SD	NR
21%	50%	11%	12%	2%	4%

16. Social studies students should be involved in community involvement type activities as part of the curriculum.

SA	A	U	D	SD	NR
6%	54%	23%	14%	2%	1%

It is obvious from the responses to the four questions above that the majority felt teachers should have resources available to enable them to develop curriculum. Exactly what 'resources' they would deem necessary is not clear. Money, competent staff to take their classes when they work on curriculum projects or teaching assistants to ease their work load, access to a myriad of other resources such as libraries and data banks, are the kinds of things which may be part of what might be considered 'resources'.

Eighty-five percent of respondents felt teachers should participate in class size and structure decisions. Seventy-one percent wished to have class sizes limited in order to pursue a successful issues-oriented curriculum. A significant eleven percent were unsure about their feelings on this matter and fourteen percent disagreed.

Community involvement-type activities were important for only sixty percent. A full twenty-three percent were undecided and sixteen percent disagreed with the prospect of such a program. These programs, after all, require a great deal of planning, curriculum innovation, parental and student support, not to mention skilled and enthusiastic staff. Perhaps the thoughts of these things leave a significant number in the undecided category.

Legal Censorship

Do the respondents show concern about the lack of clarity surrounding their legal rights? The following questions attempt to give some insight into this matter.

30. The Provincial curriculum guidelines should give the high school teacher complete academic freedom.

SA	A	U	D	SD	NR
5%	18%	24%	39%	12%	2%

29. Social studies teachers should be free to criticize or lawfully oppose any government policy or official.

SA	A	U	D	SD	NR
19%	50%	13%	10%	8%	0

4. Social studies classes should help students learn the techniques of lawful, democratic dissent (e.g. public debate, strikes, marches, using the public media, exerting influence).

SA	A	U	D	SD	NR
26%	62%	8%	3%	1%	0

7. Learning the techniques of lawful democratic dissent should be important in preparing for active participation in a democratic society.

SA	A	U	D	SD	NR
33%	58%	5%	4%	0	0

9. Teachers should be free from community restraints when deciding what issues are to be discussed and what materials are to be used in the classroom.

SA	A	U	D	SD	NR
4%	32%	14%	49%	0	1%

21. The social studies teacher should be committed to the developing of the students' ability to question established views.

SA	A	U	D	SD	NR
11%	70%	6%	11%	2%	0

The question of whether the law considers a civil servant to be citizen first and civil servant second or vice-versa is what is interesting here. Many teachers certainly do not feel, as has been previously discussed, that they have the same rights that the law allows the average citizen. A full forty-nine percent felt teachers should not feel free to criticize or lawfully oppose any government policy of official. In addition, only twenty-three percent of the respondents felt they should have complete academic freedom and a significant twenty-four percent were uncertain about the matter. Does

this mean they have not thought about it carefully or does it mean that they have, and have not come up with a firm opinion? Does this mean they feel a strong sense of community responsibility and do not equate this with the ability to have academic freedom? As has been indicated, many teachers may not know what academic freedom is. Some may equate it with something like determining the academic curriculum. Some may not equate academic freedom with academic responsibility. Whatever the case, it is perhaps something which warrants some further investigation.

These questions, which have been considered before, seem to indicate a reticence on the part of teachers to become involved in issues or situations which may lead them to confront anyone, even their students. Whether or not this is actually the case will be more clearly seen when we examine the data in Section B of the questionnaire.

Section B: Teachers' Perceptions of the Existence of Censorship

Ideological Censorship

16. I feel capable of handling the teaching strategies involved in an issues-oriented social studies curriculum.

YES	NO	U	NR
77%	7%	12%	4%

20. I freely admit my own particular biases to my students when issues are being discussed in my classroom.

YES	NO	U	NR
80%	12%	7%	1%

4. I believe that "Academic Freedom" is an important issue for teachers' consideration.

YES	NO	U	NR
70%	7%	17%	6%

These responses show that the majority, seventy-seven percent, of respondents felt competent to handle issues and eighty percent felt free enough to admit their own biases to their students. If this is the case, why in Question 29, Section A, do only sixty-nine percent of respondents not feel free to criticize or lawfully oppose any government policy of official? If one admitted ones' biases, would this not include ones' political biases? Why this discrepancy exists cannot be certain.

"Academic Freedom" is an important issue for seventy percent, despite the fact, as we discovered in Section A, that only twenty-three

percent agreed they should have it completely. As it does not appear to be a burning issue in the schools, perhaps teachers simply want more consideration of it in the hope that their guidelines may be more clearly defined. Perhaps they do not all have the same understanding of the meaning of 'academic freedom'. In any case, the seventeen percent who indicated they were uncertain about its importance as an issue may benefit from discussions at, say, professional development days and so on.

Administrative Censorship

Do administrative staff influence how teachers approach their subject matter?

14. My school's administrators are supportive of my teaching controversial issues in a way I feel appropriate.

YES	NO	U	NR
46%	23%	27%	4%

8. My school board encourages me to seek and use a variety of applicable materials.

YES	NO	U	NR
60%	16%	18%	6%

7. I feel free to express my views on religious, social and political matters in the classroom.

YES	NO	U	NR
67%	27%	8%	4%

18. The much-discussed topic of "teacher accountability" influences how I approach my subject matter.

YES	NO	U	NR
36%	46%	16%	2%

15. End-of-semester exams seem to influence consistently how I approach social studies in the classroom.

YES	NO	U	NR
27%	57%	11%	5%

It is clear that only forty-six percent of respondents feel they have their administators' support in their teaching of controversial issues as they see fit. This may be why, as was just discussed, only twenty-four percent invite speakers with dissenting views into their classes. It is most interesting to see that twenty-seven percent do not know whether they have their administrators' support or not. This uncertainty may also affect how one approaches certain subject matter and may be seen as an indictment of the many people who are in charge of our schools and of the system which places them there. There are important issues at stake. Firstly, the Alberta Social Studies Curriculum <u>is</u> issues oriented. If administrators do not support their teachers in their approach to it, it surely must affect the teachers' approach to these issues. Secondly, where the twenty-seven percent uncertain respondents are concerned, this may express a real lack of communication between administrators and the heads of social studies departments. Either situation may be deemed unacceptable from the teachers' and students' point of view.

Sixty percent know they have their school board's support in

using a variety of materials in the classroom but sixteen percent do not and eighteen percent are uncertain.

Sixty-seven percent felt free to express their views on religious, social and political matters in the classroom. This closely relates to Question 29 in Section A wherein sixty-nine percent felt they should be free to criticize government officials and policy.

Thirty-six percent were concerned about 'teacher accountability' and agreed that it influenced how they approach subject matter. However, the sixteen percent uncertain responses is of concern here.

Perhaps teachers should have a fairly clear idea about what influences their approach to subject matter and what does not. A more thoughtful approach to this issue may be something which the universities might open themselves to consider including in teacher training programs in the future.

Twenty-seven percent of respondents admitted that end-of-semester exams were a consistent influence on their approach to social studies. Eleven percent were uncertain. It is this 'teaching for exams' approach to education which once encouraged a turn away from compulsory provincial exams at the end of the school year.

Finally, some concern must be expressed at the numbers who chose not to respond to these questions. There is no indication as to why these questions were not considered answerable by a small minority. Again, an interview survey would have ensured this would not take place.

Institutional Censorship

Are the respondents working in conservative institutions which do

not encourage creativity, freedom of expression and an open approach to issues in the classroom?

2. My students are involved in community-type activities as part of the social studies curriculum.

YES	NO	U	NR
26%	59%	11%	4%

3. I feel free to express any of my views on religious, social and political matters in the staff room.

YES	NO	U	NR
75%	15%	9%	1%

7. I feel free to express my views on religious, social and political matters in the classroom.

YES	NO	U	NR
67%	27%	8%	4%

10. I regularly invite speakers into my classroom who hold strongly dissenting points of view.

YES	NO	U	NR
24%	57%	14%	5%

13. Other members of the staff seem to influence how I approach a particular topic.

YES	NO	U	NR
33%	57%	19%	2%

15. End-of-semester exams seem to influence consistently how I approach social studies in the classroom.

YES	NO	U	NR
27%	57%	11%	5%

These questions show us, first of all, that there is a lack of creativity and program experimentation. Only twenty-four percent of respondents involve outside speakers with dissenting views into their classes. Only twenty-six percent have their students involved in community-type activities. Only sixty-seven percent felt free to express their views on religious, social and political matters in their classes. Twenty-seven percent agreed that end-of-semester exams influenced how they consistently approach social studies in their classes.

It may be suggested that these responses indicate, simply, personal approaches or preferences and that the classrooms themselves are not a reflection of the institution and its image and approach to education. The literature, however, indicates otherwise, as has been discussed in Chapters II and III.

The majority of teachers are not intimidated by their colleagues. The exchange of views, however, does seem to have an influence on how thirty-three percent approach certain topics.

As seventy-five percent of teachers feel free to discuss issues, so eighty-two percent indicate their students discuss them as well. This is in fairly close keeping with Section A, where we found ninety-four percent felt students should feel free to express opinions which differ from others in the class and with eighty-six percent who felt students should be exposed to controversial issues in the classroom.

Practical Censorship

Do teachers really have the time and class size which permits innovations in curriculum?

11. I have sufficient time available to develop my own curriculum.

YES	NO	U	NR
42%	57%	0	1%

19. Class size allows me to pursue a successful issues-oriented social studies curriculum.

YES	NO	U	NR
33%	50%	12%	5%

2. My students are involved in community-type activities as part of the social studies curriculum.

YES	NO	U	NR
26%	59%	11%	4%

The respondents were most certain as to whether or not they had time for curriculum development. Forty-two percent said they did and fifty-seven percent said they did not. So for the majority, the time factor is at least one thing preventing curriculum development.

Fifty percent said their class sizes did not permit them to pursue a successful issued-oriented program. Twelve percent were uncertain and five percent chose not to respond to this question.

Fifty-nine percent indicated their students were not involved in community-type activities. What is puzzling here is that eleven percent did not know whether their students were and four percent chose not to answer. This may indicate a cursory reading of the question at best.

It is interesting that Question 16 in Section A indicated that sixty percent of respondents believed students should be involved in this type of activity. The problems suggested in Section A may apply here as well.

Resource Censorship

Are teachers free to criticize and supplement materials?

12. I make the final decision on the materials to be used in my classroom.

YES	NO	U	NR
76%	17%	6%	1%

5. I attempt to point out to my students that many materials are written from a particular viewpoint.

YES	NO	U	NR
98%	2%	0	0

21. I feel that materials which explore conflicting (political, religious, philosophical, social) views on common issues are easily available to me and my students.

YES	NO	U	NR
50%	42%	7%	1%

The fact that twenty-three percent of the respondents do not make the final decision on materials to be used in their classes should be of concern. This dependence on the wisdom of others to know what is best for your classes can hardly be said to encourage freedom of thought and expression on the part of the teacher.

It is encouraging to note, however, that ninety-eight percent do attempt to point out that materials do have biases.

Again, the problem of variety in materials has to be faced. While seven percent did not know if materials which explore conflicting views were available, forty-two percent said that such materials were not. This should, perhaps, be of great concern to those responsible for developing issues-oriented programs and putting them in place. If, as

previously indicated, many respondents are operating under constraints of time and class size which prohibits innovations and creativity, the lack of variety in materials can only be considered another possible serious hinderance to such creativity.

Legal Censorship

Are teachers concerned with their legal position?

6. The legal position of teachers with respect to the teaching of controversial issues has been a source of concern to me.

YES	NO	U	NR
33%	59%	6%	2%

1. My students regularly discuss controversial issues in the classroom.

YES	NO	U	NR
85%	12%	1%	2%

9. When the opportunity arises I discuss with my classes the clearly leftist or rightist organizations such as the John Birch Society, Klu Klux Klan, Young Socialists, FLQ, Red Brigade, etc.

YES	NO	U	NR
95%	4%	1%	0

17. Points of view which are clearly contrary to the generally accepted standards of the community are openly discussed and studied in my social studies classes.

YES	NO	U	NR
73%	10%	13%	5%

10. I regularly invite speakers into my classroom who hold strongly dissenting points of view.

YES	NO	U	NR
24%	57%	14%	5%

For fifty-nine percent, their legal position held no importance. This may be related to the age of the respondents and their experience which indicates tenure for the majority and, therefore, a certain degree of security.

Eighty-five percent admitted that controversial issues are discussed in their classes on a regular basis. This corresponds closely to their feelings that students should be exposed to these issues in Section A.

Ninety-five percent discuss various leftist and rightist organizations. This is in keeping with views expressed in Section A that students should be exposed to opposing points of view.

Only seventy-three percent, however, admitted to discussing points of view which are contrary to the standards of the community. This conflicts with some views expressed in Section A. For example: In Question 21, eighty-one percent agreed that students should develop their ability to question established views. However, it is somewhat in keeping with views expressed in Question 9 when forty-nine percent of respondents did not think they should be free of community restraints and fourteen percent were uncertain.

Only twenty-four percent admitted to inviting speakers with dissenting points of view into their classrooms while in Section A, Question 8, seventy-one percent felt they should be invited.

Why more do not utilize the human resources of the community is not clear. If they are not concerned about their legal position and if they believe in exposing students to opposing points of view, it might be appropriate to suggest here that many may either not have the time to make such arrangements or, simply, do not want to test what the response to such arrangements might be.

SECTIONS III AND IV

It must be noted that not all respondents completed these two sections of the questionnaire. Eighteen chose not to respond to any of Part III, feeling it had no relevance for them. They were, in fact, given this option and they indicated in writing their lack of concern for these issues. For the same reason, twenty-eight chose not to respond to Part IV. Of the remaining respondents, some chose to rank only the few they felt applied to them. Because of this, the raw numbers of respondents have been recorded along with the percentage of responses in each category. The "written in" concerns or influences were so few as to be considered completely insignificant and were, therefore, not recorded herein.

Because of the diversity in numbers of respondents to each listed "influence" on their inclination to approach certain issues or topics, no attempt will be made to rank them. Significant factors can, however, be noted.

1. Of sixty-two respondents, seventy-one percent ranked other teachers in the top five influences on their approach to certain topics and issues.
2. Of fifty-seven respondents, forty-one percent ranked their students as their major influence.
3. Of fifty-seven respondents, fifty-six percent also ranked school board members in the top five influences while of the same number, sixty-six ranked parents in the top five.
4. The highest number of respondents - sixty-six - indicated principals were high on the list of influences. Seventy-five percent ranked them in the top five.
5. Is public opinion an influence? Of fifty-seven respondents, sixty percent place it in the top five.

None of these conclusions stray from the data gathered in Parts I and II. Teachers acknowledge, for the most part, that there are influences on their work in the classroom. Students rank as first influence overall for those who responded to this portion of the questionnaire.

What follows now is Part IV which only forty-six respondents completed, indicating in writing that it had no relevance for them. Perhaps, however, this form of questioning which requires that respondents rank various items in terms of importance, requires more

time and thought than they were willing to give. That is why it is important to consider the raw numbers when analyzing this data. It is important not to generalize; to say, simply, that this data reflects the opinions of those responding to this section in the survey.

Written responses to Part III

1. While School Board members and religious groups are not influences which concern me, I recognize the role they ought to play.

2. *None of these are of concern to me.

3. *This section is impossible for me to do since we are allowed considerable freedom and I feel no pressure at all.

4. *Most of these do no influence me at all.

5. My students are the only concern to me. They must be informed, willing and able to deal in depth with such issues.

6. I never find myself under pressure to any great extent. I try to be responsive to needs of my various publics (students, community, academic interests). No one on this list has ever pressured me in my eight years of teaching.

* These three comments, and others similar to them, came from many of the respondents who chose not to complete this section.

1. What the respondents perceived to be their greatest concern was a "feeling of futility". This feeling is discussed in the literature as being most evident when teachers are not consulted on matters of curriculum, class size and structure and when decisions which reflect themselves throughout the school system are made without teacher consultation. Of the forty-six respondents, thirty-five percent ranked it first and fifteen percent ranked it second.
2. Fear of dismissal is on the minds of many teachers. Twenty-five percent ranked it first, twenty-seven percent ranked it second and fourteen percent ranked it third; in all sixty-six percent of those responding ranked it in the top three of their concerns.
3. Fear of reprimand was ranked third by thirty percent or in the top three by sixty-five percent of the respondents.
4. It is interesting to note that a full twenty-two percent of the thirty-five social studies teachers responding, noted a lack of interest on their part in controversial issues. In light of total numbers this may not be considered significant. It should be remembered, however, that these are teachers involved in an issues-oriented program and their lack of interest in it should be noted.

Written Responses to Part IV

1. These have been of no concern whatever.

2. I just don't feel any hesitation when an issue needs confronting, it is confronted. In the normal examination of a subject area it is easiest to lift both extremes of an issue.

3. Not all issues are appropriate at all times. I'm not keen on too many artificial issues. If an issue lends itself to the curriculum, use it. Otherwise, leave it.

4. No fears!

5. I would elaborate on many of these if I had the time.

6. I usually feel free to discuss controversial issues. The main limitation I have is time - the curriculum is far too heavy already.

7. Never had a problem.

8. I enjoy discussing and investigating controversial issues with my students. I try to handle them the best way I can and satisfy myself that I am dealing with the issue objectively. I have never worried about any of these fears and I find my students more interested in such issues. A teacher needs to explore such topics without these types of fears that seem to stem from a lack of confidence.

General Comments by Respondents

1. Is this an anti-establishment paper??????

2. Teachers should not have complete academic freedom. The teacher is responsible to the community and to the student.

3. I wouldn't develop my own curriculum without extra pay.

4. School administrators don't seem to care how or what I teach.

5. It's been a pleasure to complete this questionnaire.

6. What dumb questions!

7. I'm not impressed by these questions.

8. Teacher training is the single, most important influence on the teaching of such issues. The training program is one-hundred percent useless in this area. I would be far more involved if my knowledge of teaching techniques, sources of relevant and discussion-prompting material was improved.

9. a) Having been involved in piloting Family Life Education in the Edmonton High School system: b) operating a Social Studies Department with an extremely wide political and philosophical continuum of teachers (whose range of views I encourage); c) having only on very rare occasions (1-2 per year) had to answer criticism by parents on materials or teachers' views; and (d) having, over a 10-year period, been backed in our department's approach and

operation by my local school administration; could I say that your thesis "concern" is, in my view and experience, unwarranted. This makes it academically impossible for me to answer Parts III and IV.

10. The way this paper is set up one would think "controversy" is a big deal in teaching. There is plenty to do for days on end without using controversy as the vehicle or as the goal. Controversy is often in the eyes of the beholder.

11. Some of the controversial matters that can arise in Social Studies are "old hat" by the time a student is in high school. I think that one can flog a dead horse!

12. I prefer controversy to arise somewhat naturally or spontaneously. I do not think the teacher should feel overly obligated to inspire controversy. Indeed a number of teachers could be using controversial matters as a means to air their own grievances, prejudices, etc.

CONCLUSIONS

At the outset, the limitations of a questionnaire-based study are acknowledged. The inability to draw specific conclusions from many questions places severe restrictions on many of the interpretations contained herein.

The data indicates that there is some uncertainty on the part of many respondents as to how much freedom they really want. It is an important issue for them, even though the majority indicated they did not want complete academic freedom. They were, most of all, open to the influence of parents when it came to decisions on textbooks. The respondents seemed to feel what was indicated in Chapter II - the responsibility of the public schools to the community-at-large.

The great majority of those surveyed seemed to feel that part of their responsibility was to expose their students to various opinions; to develop in their students skills which they deem necessary to participate in democratic discourse; to learn to question all forms of authority. The majority of respondents themselves, as citizens, felt they had the right to question and oppose government officials and policy. There was a significant minority, however, who did not feel they had this right and the question should be asked as to how seriously these teachers take the responsibility of teaching their students the skills of critical thinking.

While the respondents recognized parents' rights to try and influence decisions such as the selection of texts, the majority felt

the final decision was in their hands. This supported their belief that they should not be completely free of restraints. More than half felt that school boards or administrators should not have the right to have a book removed. There was, as might be expected, a significant number of dissenters and uncertain responses.

Almost sixty-two percent agreed to teachers' rights in text selection. It is interesting to note, however, that forty-three percent felt that school boards should make such final decisions, while eighteen percent felt administrators should be free to have controversial books removed and eighteen percent felt parents should. This whole area of text choice and removal is one which needs further study and clarification.

The literature quoted in Chapter II indicated that, for the most part, teachers were not free from their conservative up-bringings to pursue critical thinking. The majority of respondents clearly disagreed. They seemed to be aware of their rights and responsibilities as teachers and citizens. Being cognizant of responsibilities to the community can hardly be equated with "conservatism". Nor would they appear to equate the pursuit of critical thought and participation in the process of a democratic society with "radicalism". In fact, they would seem to say that, while the normative system may affect what is said and done to some extent, they appear aware of the process and say they freely admit biases, search for them in materials and resources and seek to develop the critical thinking processes in their students. A large majority seem to be saying they not only feel free and capable of pursuing critical thinking but are very unconcerned about any legal ramifications

of doing so. They are, in fact, concerned about academic freedom but not about their legal position. Perhaps McCurdy's conclusion (Chapter III) is indeed their approach - proceed as if your legal position is secure!

The majority of teachers seem to see social studies as promoting social change, perhaps because students may be taught to think critically. Teachers responding, however, do not see themselves as "agents of change". If the courses of study are to promote social change, can this be done without this agent or promoter or catalyst? Simply reading material and answering set questions may not necessarily promote change. Neither, of course, will the presence of this agent. The twenty-seven percent UNCERTAIN responses to the "agent of change" question may indicate that these teachers had not seriously considered the proposition or that they, in fact, had not considered it seriously enough to respond definitively.

Where materials are concerned, teachers indicated that they should be free to bring what they perceive to be necessary resources into the classroom to help in the development of students' abilities to discuss, analyze and research. They also placed a high value on having a variety of resources available, although only half responded that a variety was indeed available to them. This, in itself, presents a problem for these teachers, limiting them in their pursuit of an issues-oriented program.

The need to expose students to various points of view was strongly supported with one exception - that of the topic of sexuality. Where the issues of homosexuality, abortion and pornography were specifically concerned, teachers seemed to be less certain of their feelings. It is not clear whether teachers feel capable of handling these three issues

despite their positive response to the handling of controversial issues generally. It may be that on such issues where the general public is sorely divided, it is only common sense to expect teachers to be the same.

It appears that the respondents feel free to express themselves on issues in their classrooms, in their staff rooms and in public. They did perceive some administrative pressure, however. Less than half were certain that they had the administrator's support for programs containing controversial issues. Whether this had been communicated to them specifically or whether they simply assume it for one reason or another is not certain. Teachers may feel some wariness in light of the fact that administrators are the ones who deal with the public directly and who are also in positions to recommend hiring, transfers, promotions, etc. In any case, most teachers go on pursuing these programs without this expressed support.

The respondents seemed to contain discussions of controversial issues to their classrooms - their 'domain'. The majority agreed that those with opposing viewpoints should be invited to their classrooms but very few indicated they actually did this. Perhaps this would be considered a 'high profile' activity and more prone to reap criticism. Perhaps time limitations prevent more from doing this. The reason is not clear.

While the respondents wished to have variety in materials, almost half (forty-seven percent) wished to have a prescribed curriculum and fifty-one percent wanted standardized provincial exams. Whether they felt that their students needed this more structured approach or whether they themselves felt they could adhere to this, and still have materials

opened to criticism and analysis, and not just "teach for exams" is not clear. If, as was indicated in Part B, end-of-semester exams influenced only twenty-seven percent of respondents in their approach to the social studies curriculum, the question is opened: Would formalized provincial exams only influence the same twenty-seven percent? Or would there be pressures to do so on a greater number? There is no immediate answer. The literature would, however, indicate that the answer is "Yes".

Where the practicality of teacher involvement in curriculum development and innovation is concerned, there was a positive reaction from the majority of respondents for increased funding and resources and smaller classes to enable them to pursue an issues-oriented program and to develop new materials. Part B of the questionnaire indicated that time was available to only forty-two percent.

While a majority favored student involvement in community-type activities as part of the social studies curriculum, a minority of only twenty-six percent responded that their students were actually involved in this type of program.

The social studies teachers who responded to the questionnaire placed a very high value on academic freedom. They stated in no uncertain terms that it was of concern to them. Perhaps it is like the issue of motherhood - how can it be questioned? In fact, the literature quoted in Chapter II indicated that most teachers were more concerned with the issues of the pay cheque and job security. There is no indication here that this is so. The large majority of those surveyed indicated a deep concern for and involvement in the development of the

critical thinking processes of their students. They had a very positive image of themselves as citizens and this, perhaps, translated into a positive approach to controversial issues in their classrooms. While some uncertainty appeared to exist regarding school administrators and their acceptance of this type of program and there does appear to be a dichotomy between what teachers feel is the actual resource supply and what would be ideal, there is throughout a generally positive response to a program that is issues-oriented.

There are problems. The real situation in the classroom is indicated by their responses to a number of questions in Part B. They feel their situations could be improved if they were able to make decisions about class size and structure; and about funding for projects. More than half felt their classes were too large to pursue what they considered to be a successful issues-oriented program. These are the realities of their lives in the classroom. Large numbers often reduce the teacher to a 'purveyor of fact' and do not allow him or her to be an 'agent of change'. This may be why so many do not see themselves in the 'agent' role. They may not be permitted to assume it by virtue of the work load imposed by large numbers.

There does not appear to be complete freedom in any of the areas outlined in this study - Ideological, Administrative, Institutional, Practical, Resource or Legal. There was no one who professed to be completely free of restrictions in all these areas which is, possibly, quite natural. The details of their concerns have already been outlined and will not be further expounded here except to say that the areas of Administrative, Resource, and Practical censorships seemed to

cause the most concern among the respondents.

It is, then, not realistic to think of the respondents as free. The stresses already mentioned, the perceived administrative disinterest in, or disapproval of, their programs all hinder the growth of academic freedom. Teacher bias and legal rights do not seem to be matters which warrant much concern. It is the more practical, every-day things such as resources, class size, work loads and one's support by the administration which receive top priority. They seem to be saying that they are, for the most part, competent to handle issues-oriented programs. They need, simply, support to do it well.

Personal Views and Reflections

In looking back over the responses garnered in this study, one cannot help but muse about the entire process of schooling. If, as the literature indicates, schooling maintains the 'status quo', then there is little herein to contradict it. It brings to mind three areas of major concern if one has any loftier dreams for our system of education.

What is it about our schooling of teachers which promotes what seems to be a very easy acceptance of 'the middle road'?

What is it about our educational system which promotes men and women to positions of authority in our schools who, seemingly, can be uncaring or unconcerned about matters of curriculum?

Should teachers who do not value the democratic processes be allowed to teach the Alberta social studies curriculum?

These are important questions which it seems to me, lead back to one thing: a careful examination of the whole process of education.

If teachers were themselves taught by persons who were unconcerned about the development of the critical thinking processes, they themselves may be unconcerned. Administrators, in turn, come from the teaching ranks. So, if any changes are to be seriously promoted in teachers' attitudes, the immediate solution might be found in the screening processes and the curriculum to which teachers are exposed in the universities where they learn their skills.

I am respectfully suggesting, then, that we direct our best efforts to the schooling of teachers more than to any other aspect of education if we take seriously the business of teaching students the critical skills necessary to participate fully in a democracy. What is needed is teachers who think and question; teachers who really understand their role in dealing with controversial issues; teachers who are willing to put whatever effort is necessary into their tasks and assignments; teachers who are willing to become part of the decision-making process of schools.

We may then be able to say that we have teachers in our schools who appreciate fully, and are willing to take on the rights and responsibilities of academic freedom.

Recommendations

1. Given the problems faced with analyzing the questionnaire data herein, it is recommended that further studies in this area use the interview technique.
2. School administrators should be thoroughly briefed on the aims and objectives of the Alberta Social Studies Curriculum.
3. As the concept academic freedom appears to need clarifying among a

significant number of social studies teachers it is recommended that some effort be extended to assist them in this clarification.

4. Teachers should become more active in curriculum decisions.
5. Teachers should become more active in decisions regarding class size and structure.
6. Prospective teachers should be asked to clarify their views on the decision-making processes of a democratic society and to enunciate what they perceive as their role as teacher and citizen.

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FACULTY OF EDUCATION
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THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA T6G 2G5

April 15th, 1978

Dear Teacher:

I am presently engaged in a program toward a Masters Degree within the Department of Secondary Education at the University of Alberta.

The purpose of this questionnaire is to obtain information about the teaching of controversial issues in social studies classrooms. This information represents a major part of my Masters thesis.

Would you please complete the questionnaire and return it anonymously sealed in the self-addressed, stamped envelope provided by May 23rd, 1978. As a social studies teacher I know you are busy; therefore I especially appreciate your cooperation to assist me in this matter.

A summary statement of the results of this questionnaire will be mailed out upon completion of the study.

Yours sincerely,

Elisabeth A. Gulay

Telephones: 432-0665 (Department of Secondary Education)
462-4387 (Home)

FACULTY OF EDUCATION
DEPARTMENT OF SECONDARY EDUCATION
TELEPHONE (403) 432-3674

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA T6G 2G5

April 15th, 1978

Dear Principal:

I am presently engaged in a program toward a Masters Degree within the Department of Secondary Education at the University of Alberta.

The purpose of this questionnaire is to obtain information about the teaching of controversial issues in social studies classrooms. This information should be helpful in assessing the direction of the new social studies curriculum which is currently being prepared by the Alberta Department of Education. To collect the information necessary for the study, teachers are being asked to complete and return the enclosed questionnaire.

I would appreciate your assistance and cooperation in distributing the questionnaire together with the self-addressed envelopes to the teachers of grades 10, 11 and 12 social studies and social science courses in your school. Would you be kind enough to urge your teachers to complete and return the questionnaire, sealed in the envelope provided by May 23rd, 1978.

All data will be treated as anonymous. A summary of the results of the study will be forwarded to each school.

Yours sincerely,

Elisabeth A. Gulay

Telephones: 432-0665 (Department of Secondary Education)
462-4387 (Home)

DEMOGRAPHIC DETAILS

Please place check (✓) or appropriate response in the space provided.

1. SEX: Male ( ) Female ( )

2. AGE ON LAST BIRTHDAY:
   - 20 - 24 years ( )
   - 25 - 34 years ( )
   - 35 - 49 years ( )
   - 50 and over ( )

3. NUMBER OF COMPLETE YEARS OF TEACHING EXPERIENCE AT THE SENIOR HIGH SCHOOL LEVEL IN SOCIAL STUDIES (INCLUDING CURRENT YEAR AS ONE FULL YEAR):
   - 2 years or less ( )
   - 3 - 5 years ( )
   - 6 years or more ( )

4. WHAT IS THE APPROXIMATE STUDENT POPULATION OF THE SCHOOL IN WHICH YOU TEACH? _____

5. WHICH GRADE(S) DO YOU TEACH AT PRESENT?
   - Grade 10 ( )
   - Grade 11 ( )
   - Grade 12 ( )

6. WHAT IS THE AVERAGE SIZE OF YOUR CLASSES THIS YEAR? _____

7. WHAT PERCENTAGE OF YOUR CURRENT TEACHING TIME IS IN SOCIAL STUDIES AND THE SOCIAL SCIENCES? _____

8. WHICH OF THE SOCIAL SCIENCES DO YOU FEEL IS/ARE YOUR MAIN STRENGTH(S)?
   - History ( )
   - Geography ( )
   - Sociology ( )
   - Political Science ( )
   - Economics ( )
   - Other ( )

- -

GENERAL DIRECTIONS

This is a survey of social studies teachers in the senior high schools of Edmonton. There are no right or wrong responses. Simply, the questionnaire is designed to do four things:

1. To discover how teachers perceive the issue of academic freedom;
2. To discover what levels of academic freedom exist in the classrooms;
3. To discover what influences exist which may affect the teaching of social issues; and
4. To discover what concerns, if any, teachers may have when approaching controversial issues in the classroom.

SAMPLE RESPONSES

If you strongly agree circle	(SA)	A	U	D	SD
If you agree circle	SA	(A)	U	D	SD
If you are unsure circle	SA	A	(U)	D	SD
If you disagree circle	SA	A	U	(D)	SD
If you strongly disagree circle	SA	A	U	D	(SD)

SA = Strongly Agree A = Agree U = Uncertain
D = Disagree SD = Strongly Disagree

If you wish to make any comments or suggestions please feel free to write on the reverse side of the questionnaire. They will be carefully considered.

PART I (In this section you are asked how you feel things should be).

1. When the question of suitability of materials arises the school board should have the authority to make the final decision.	SA	A	U	D	SD
2. Texts with many different viewpoints should be used in the classroom.	SA	A	U	D	SD
3. There should be a prescribed curriculum to which all social studies teachers should adhere strictly.	SA	A	U	D	SD
4. Social studies classes should help students learn the techniques of lawful, democratic dissent (e.g. public debate, strikes, marches, using the public media, exerting influence).	SA	A	U	D	SD
5. Parents should have the right to have any book they feel is undesirable removed from the curriculum.	SA	A	U	D	SD
6. Teachers should have easy access to a variety of materials on any topic they may study and discuss in class.	SA	A	U	D	SD
7. Learning the techniques of lawful, democratic dissent should be important in preparing for active participation in a democratic society.	SA	A	U	D	SD
8. Members of strongly opposing ideologies should be invited to speak to social studies classes.	SA	A	U	D	SD
9. Teachers should be free from community restraints when deciding what issues are to be discussed and what materials are to be used in the classroom.	SA	A	U	D	SD
10. Social studies textbooks should give students insights into various political systems.	SA	A	U	D	SD
11. Students should be exposed to opposing points of view in the social studies classroom.	SA	A	U	D	SD
12. Teachers should have the resources and funds available to participate in the development of their own curriculum.	SA	A	U	D	SD
13. Teachers should be free to make the final decision on the suitability of materials to be used in their classrooms.	SA	A	U	D	SD
14. An important objective for social studies students is the ability to question all forms of authority (e.g. political, experts, the written word, the law, administrators).	SA	A	U	D	SD
15. Materials should be readily available which deal with such controversial issues as homosexuality and abortion.	SA	A	U	D	SD
16. Social studies students should be involved in community involvement-type activities as part of the curriculum.	SA	A	U	D	SD
17. School administrators should have the right to have any book they feel is controversial removed from the curriculum.	SA	A	U	D	SD
18. Standardized provincial exams for high school students should be reinstated.	SA	A	U	D	SD
19. Parents should have the right to influence decisions such as the selection of texts used in classrooms.	SA	A	U	D	SD

20.	The partial purpose of social studies is the promotion of constructive social change.	SA	A	U	D	SD
21.	The social studies teacher should be committed to the developing of the student's ability to question established views.	SA	A	U	D	SD
22.	Social studies students, where appropriate, should be encouraged to research, analyze and discuss the performance of the present government.	SA	A	U	D	SD
23.	The social studies teacher is an agent of change.	SA	A	U	D	SD
24.	Social studies students should learn about human sexuality issues such as homosexuality and pornography.	SA	A	U	D	SD
25.	Students should feel free to express opinions which may differ from those of the teacher or their classmates.	SA	A	U	D	SD
26.	Teachers should participate in the determination of class size and structure.	SA	A	U	D	SD
27.	Class sizes should be limited so that social studies teachers can pursue a successful issues-oriented curriculum.	SA	A	U	D	SD
28.	Students should have wide exposure to controversial issues in the classroom.	SA	A	U	D	SD
29.	Social studies teachers should be free to criticize or lawfully oppose any government policy or official.	SA	A	U	D	SD
30.	The Provincial curriculum guidelines should give the high school teacher complete academic freedom.	SA	A	U	D	SD

PART II

1.	My students regularly discuss controversial issues in the classroom.	SA	A	U	D	SD
2.	My students are involved in community-type activities as part of the social studies curriculum.	SA	A	U	D	SD
3.	I feel free to express any of my views on religious, social and political matters in the staff room.	SA	A	U	D	SD
4.	I believe that 'Academic Freedom' is an important issue for teachers' consideration.	SA	A	U	D	SD
5.	I attempt to point out to my students that many materials are written from a particular viewpoint.	SA	A	U	D	SD
6.	The legal position of teachers with respect to the teaching of controversial issues has been a source of concern to me.	SA	A	U	D	SD
7.	I feel free to express my views on religious, social and political matters in the classroom.	SA	A	U	D	SD
8.	My school board encourages me to seek and use a variety of applicable materials.	SA	A	U	D	SD
9.	When the opportunity arises I discuss with my classes the clearly leftist or rightist organizations such as the John Birch Society, Klu Klux Klan, Young Socialists, FLQ, Red Brigade, etc.	SA	A	U	D	SD
10.	I regularly invite speakers into my classroom who hold strongly dissenting points of view.	SA	A	U	D	SD

11.	I have sufficient time available to develop my own curriculum.	SA	A	U	D	SD
12.	I make the final decision on the materials to be used in my classroom.	SA	A	U	D	SD
13.	Other members of the staff seem to influence how I approach a particular topic.	SA	A	U	D	SD
14.	My school's administrators are supportive of my teaching controversial issues in a way I feel appropriate.	SA	A	U	D	SD
15.	End-of-semester exams seem to influence consistently how I approach social studies in the classroom.	SA	A	U	D	SD
16.	I feel capable of handling the teaching strategies involved in an issues-oriented social studies curriculum.	SA	A	U	D	SD
17.	Points of view which are clearly contrary to the generally accepted standards of the community are openly discussed and studied in my social studies classes.	SA	A	U	D	SD
18.	The much-discussed topic of 'teacher accountability' influences how I approach my subject matter.	SA	A	U	D	SD
19.	Class size allows me to pursue a successful issues-oriented social studies curriculum.	SA	A	U	D	SD
20.	I freely admit my own particular biases to my students when issues are being discussed in my classroom.	SA	A	U	D	SD
21.	I feel that materials which explore conflicting (political, religious, philosophical, social) views on common issues are easily available to me and my students.	SA	A	U	D	SD

PART III

Teachers sometimes express concern over the influences which affect their inclinations to approach certain topics and issues in their classes.

Please rank the following influences as you perceive them on a scale from 1 to 12. Rank (1) the influence which is the source of most pressure or highest concern, (2) for the next highest pressure, etc.

Other teachers _____

Students _____

School principal _____

Superintendant of School Board _____

School Board Members _____

Parents _____

Spouse _____

Public Opinion _____

Business Community _____

Politicians _____

Religious Groups _____

Other sources (please specify) _____

_____

PART IV

Some teachers do not feel comfortable investigating and discussing controversial issues in their classrooms. Please indicate what you perceive to be the source of your greatest concern by ranking the following items from 1 to 8. Mark (1) the source of highest concern; (2) the source of next highest concern, etc. If some are of no concern at all please feel free to omit them entirely.

Fear of dismissal	_____
Fear of reprimand	_____
Fear of publicity	_____
Fear of not receiving a good recommendation when applying for a new position	_____
Feeling of futility	_____
Belief that a teacher should avoid controversial issues	_____
Lack of interest in controversial issues	_____
Other reasons (specify)	_____

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE STAMPED, SELF-ADDRESSED ENVELOPE. THANK YOU FOR YOUR CO-OPERATION.

APPENDIX

TABLE: SECTION III

Teachers were asked to rank the following influences as they perceived them on a scale from 1 to 12, giving (1) the highest concern, (2) the next highest and so on.

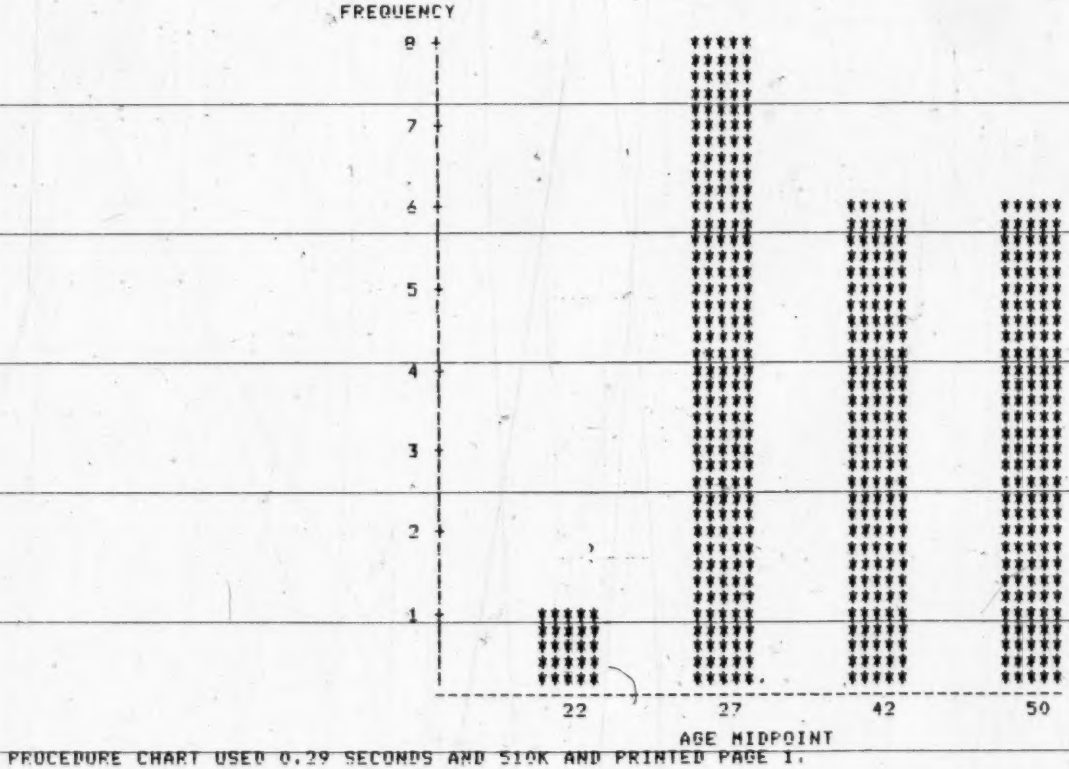
INFLUENCES	NO. OF RESPONSES	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Other teachers	62	11%	23%	15%	11%	11%	2%	10%	5%	8%	2%	2%	0
Students	57	41%	11%	11%	5%	4%	8%	2%	14%	4%	0	0	0
School principal	66	3%	9%	24%	20%	20%	11%	1%	5%	6%	0	0	1%
Superintendent of School Board	55	9%	2%	15%	15%	15%	1%	18%	4%	5%	11%	4%	1%
School Board Members	57	5%	16%	8%	16%	11%	14%	8%	8%	2%	5%	5%	2%
Parents	57	8%	11%	8%	18%	11%	14%	15%	2%	4%	4%	5%	0
Spouse	52	4%	6%	4%	6%	4%	6%	1%	8%	1%	19%	35%	6%
Public Opinion	57	8%	11%	15%	15%	11%	18%	5%	8%	0	5%	2%	0
Business Community	53	0	2%	2%	9%	8%	11%	8%	5%	32%	13%	8%	2%
Politicians	56	11%	2%	0	4%	11%	7%	11%	14%	14%	12%	7%	7%
Religious Groups	48	2%	0	4%	6%	4%	6%	10%	15%	16%	13%	16%	8%

TABLE: SECTION IV

Teachers were asked to indicate what they perceived to be the source of their greatest concern by ranking the following items from 1 to 8, with (1) the source of their highest concern, and so on.

CONCERN	NO. OF RESPONSES	1st	2nd	3rd	4th	5th	6th	7th	8th
Fear of dismissal	36	25%	27%	14%	6%	8%	6%	6%	8%
Fear of reprimand	37	16%	19%	30%	19%	6%	2%	6%	2%
Fear of publicity	40	10%	15%	22%	18%	24%	8%	3%	0
Fear of not receiving a good recommendation when applying for a new position	37	11%	19%	11%	11%	11%	19%	13%	5%
Feeling of futility	46	35%	15%	7%	17%	11%	9%	2%	4%
Belief that a teacher should avoid controversial issues	30	4%	6%	4%	4%	20%	30%	12%	20%
Lack of interest in controversial issues	35	22%	17%	6%	4%	9%	11%	20%	11%

FREQUENCY BAR CHART TABLE 1 120.



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20              PROC MEANS STD;
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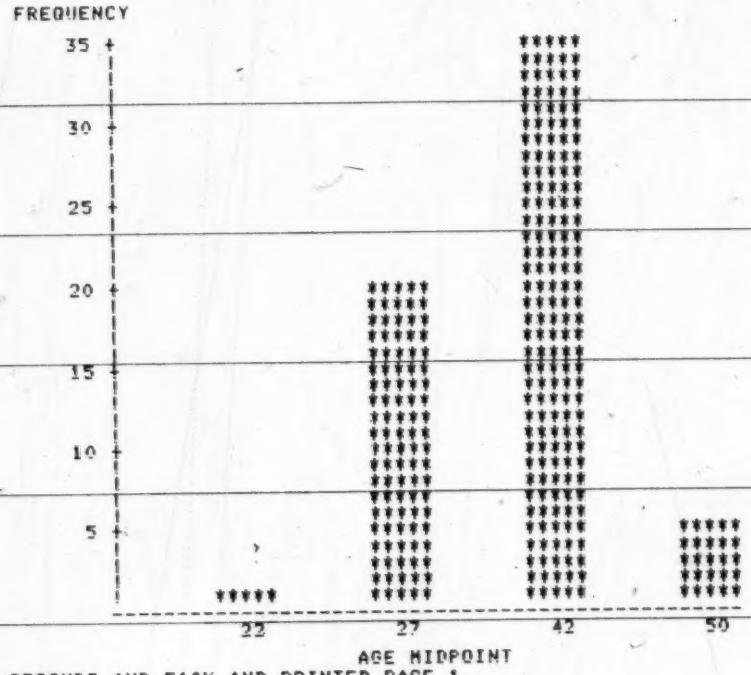

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20 PROC MEANS STD;

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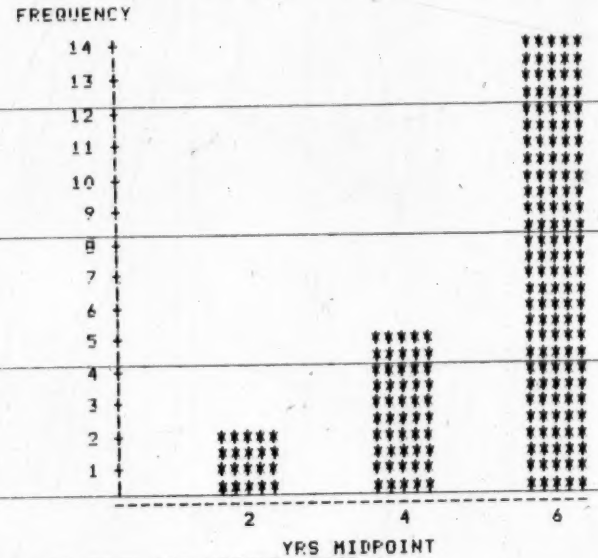

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18              PROC MEANS STD;
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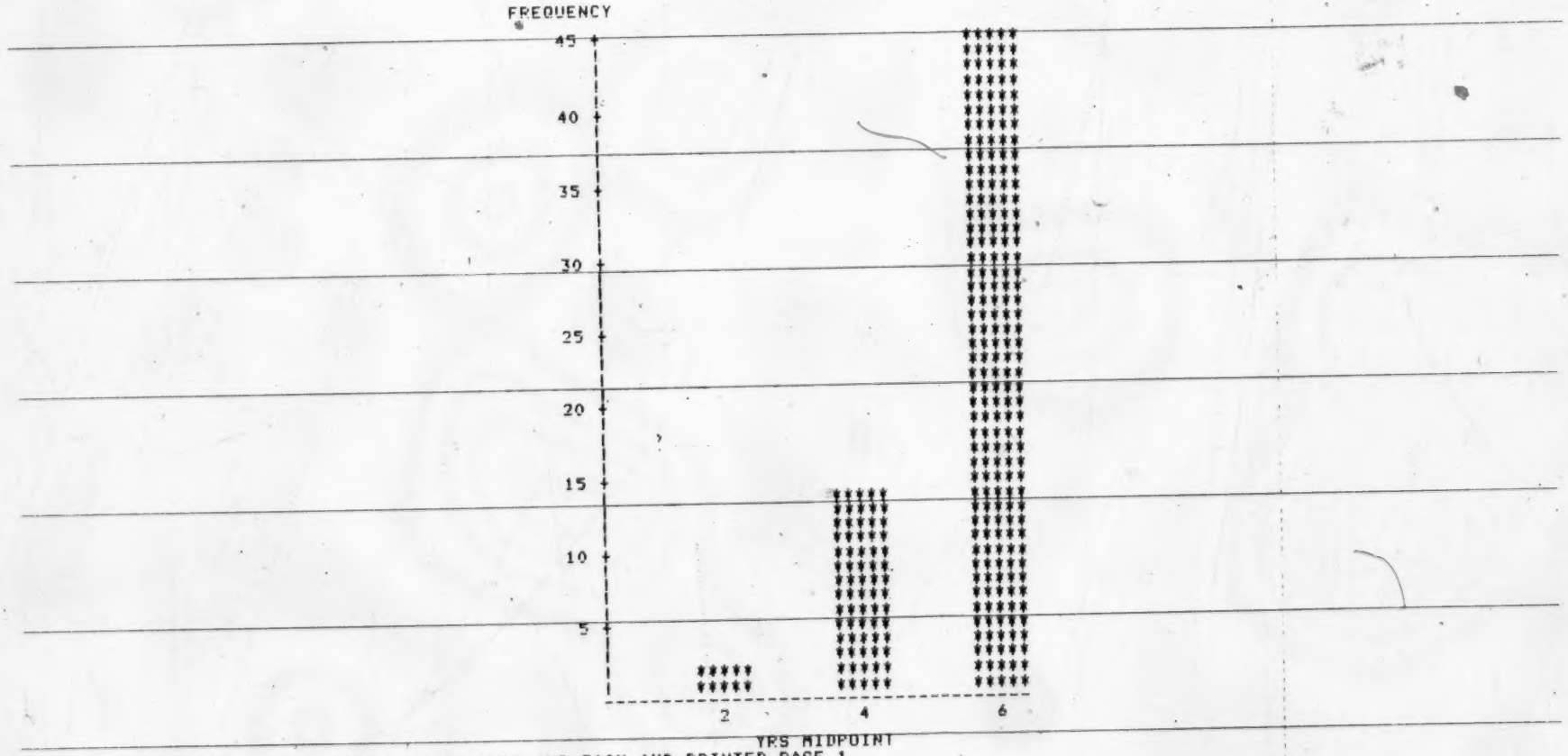
NUMBER OF YEARS OF TEACHING FOR MALES 20:15 TUESDAY, MARCH 16, 1982 1

FREQUENCY BAR CHART

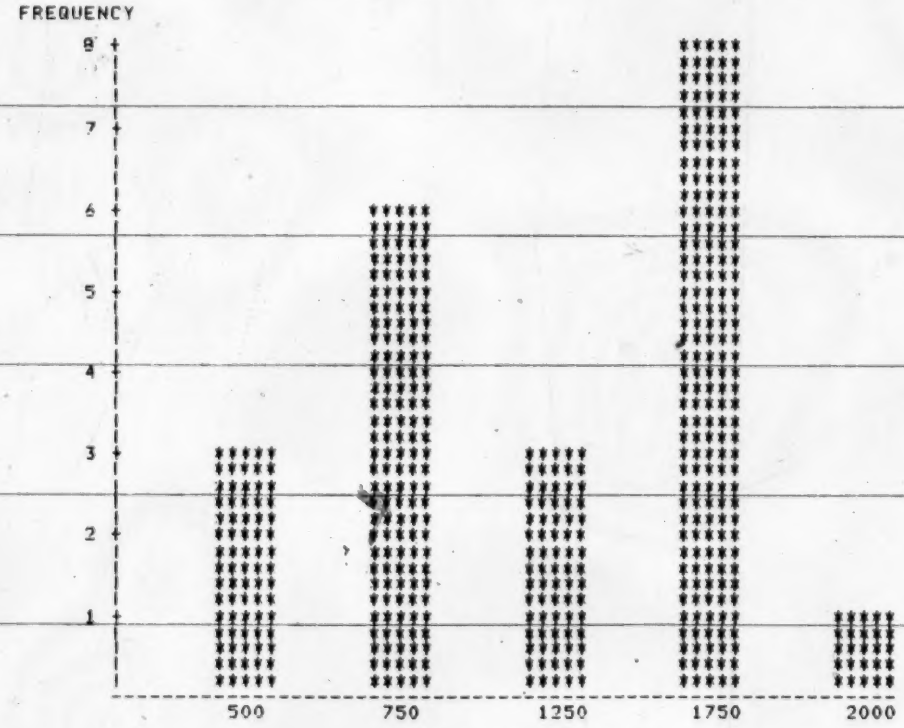
TABLE 4



NOTE: THE PROCEDURE CHART USED 0.29 SECONDS AND 510K AND PRINTED PAGE 1.

18 PROC MEANS STD;

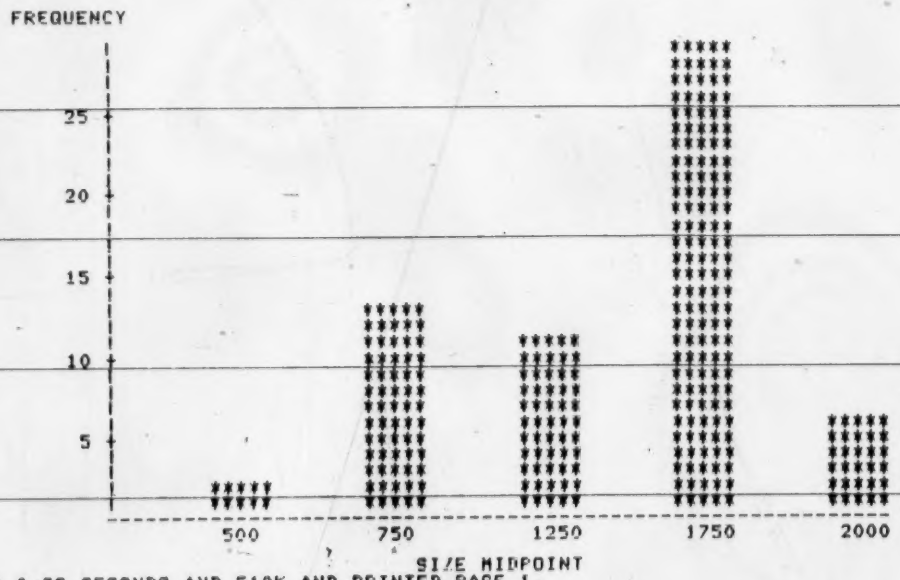
FREQUENCY BAR CHART TABLE 5 124.



NOTE: THE PROCEDURE CHART USED 0.29 SECONDS AND 510K AND PRINTED PAGE 1.

24 PROC MEANS STD;

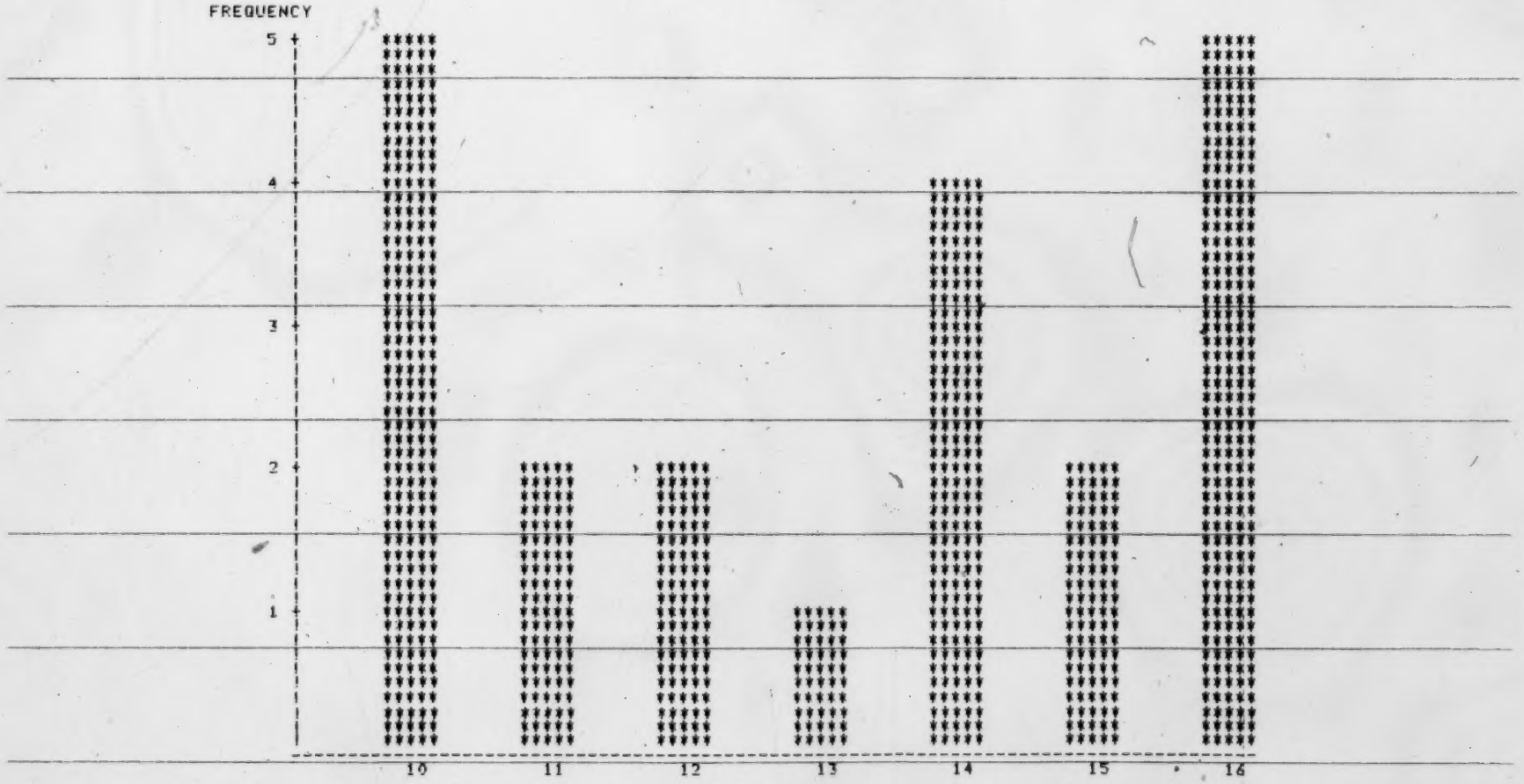
FREQUENCY BAR CHART TABLE 6 125.



NOTE: THE PROCEDURE CHART USED 0.29 SECONDS AND 510K AND PRINTED PAGE 1.

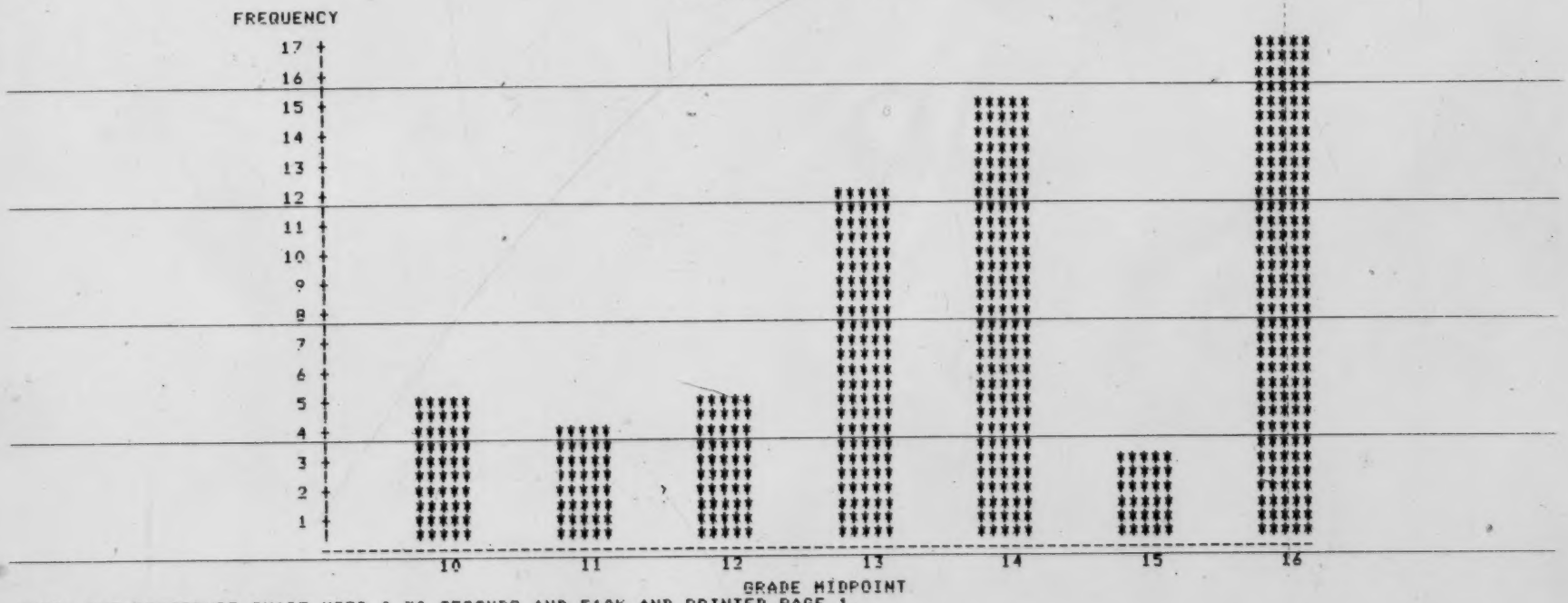
26 PROC MEANS STD;

FREQUENCY BAR CHART TABLE 7 126.



NOTE: THE PROCEDURE CHART USED 0.30 SECONDS AND 510K AND PRINTED PAGE 1.

FREQUENCY BAR CHART TABLE 8 127.



NOTE: THE PROCEDURE CHART USED 0.30 SECONDS AND 510K AND PRINTED PAGE 1.

NOTE: SAS USED 510K MEMORY.

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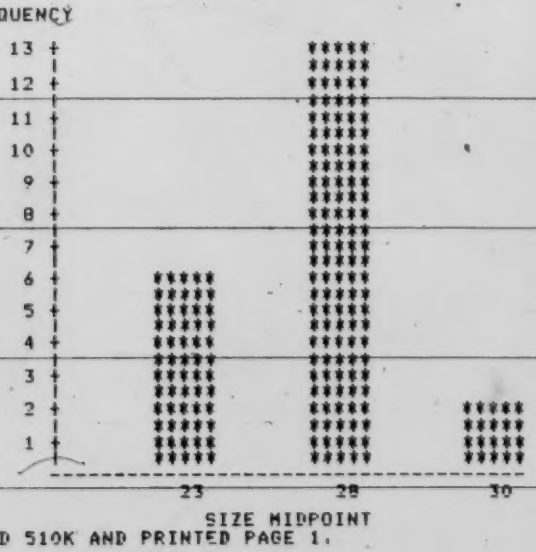
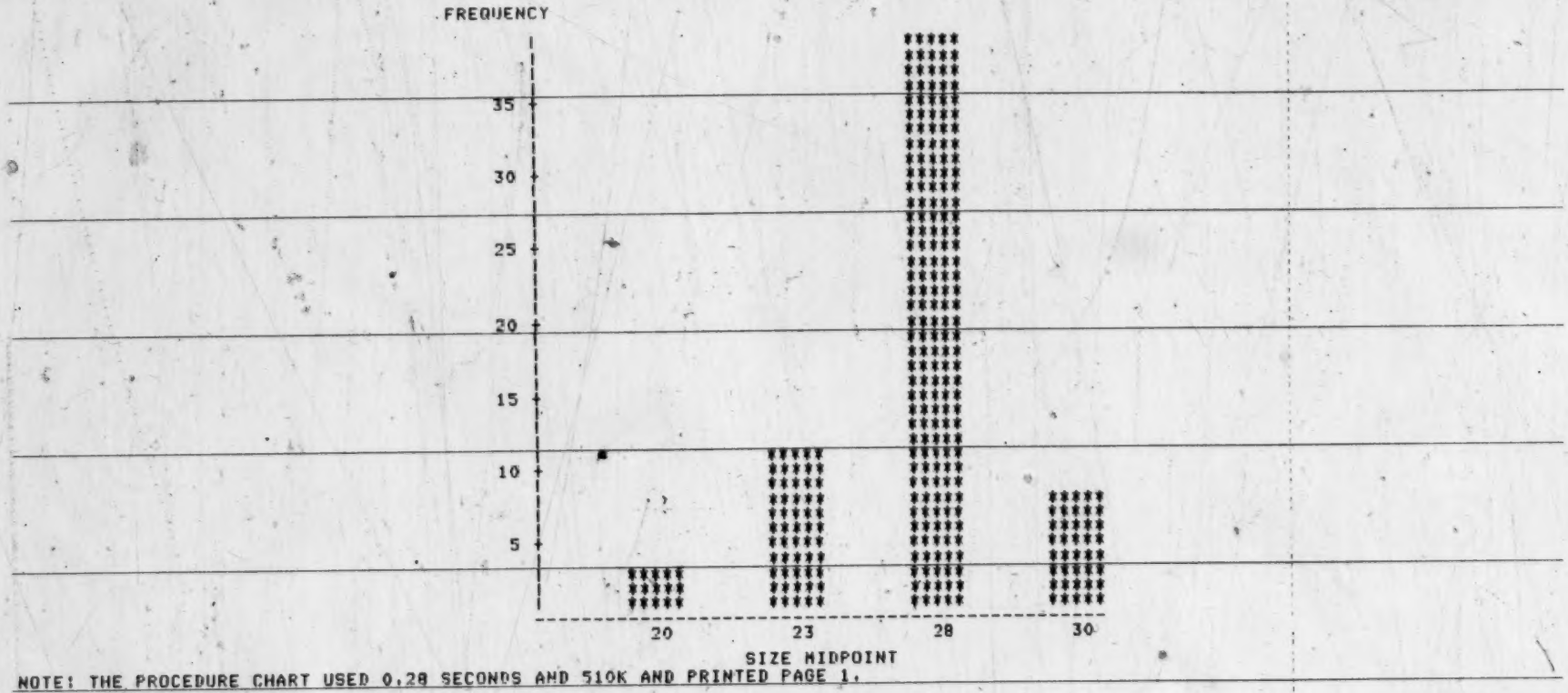
NOTE: THE JOB USED 0.59 SECONDS AND PRINTED 2 PAGES.

FREQUENCY BAR CHART TABLE 9 128.



NOTE: THE PROCEDURE CHART USED 0.29 SECONDS AND 510K AND PRINTED PAGE 1.

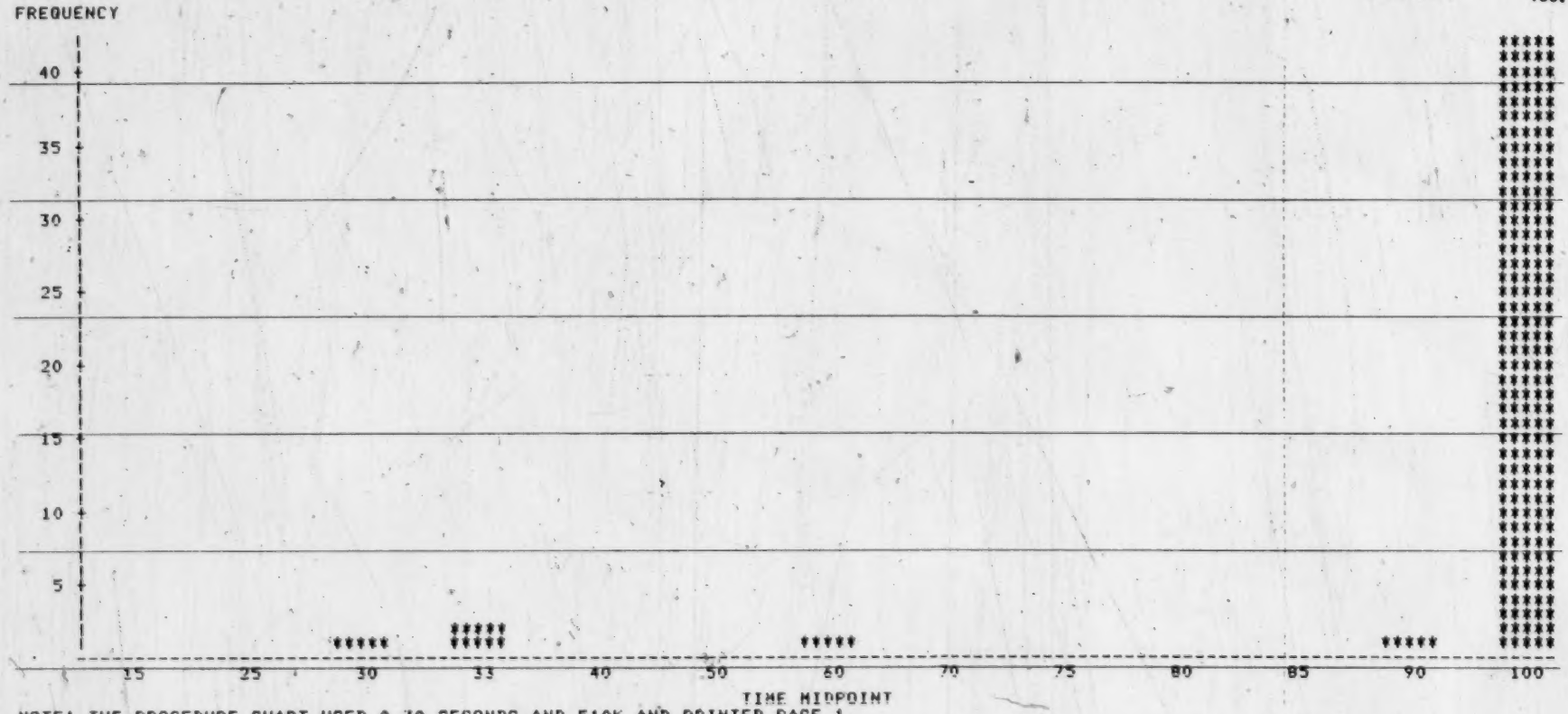
18 PROC MEANS STD;



NOTE: THE PROCEDURE CHART USED 0.28 SECONDS AND 510K AND PRINTED PAGE 1.

22 PROC MEANS STD;

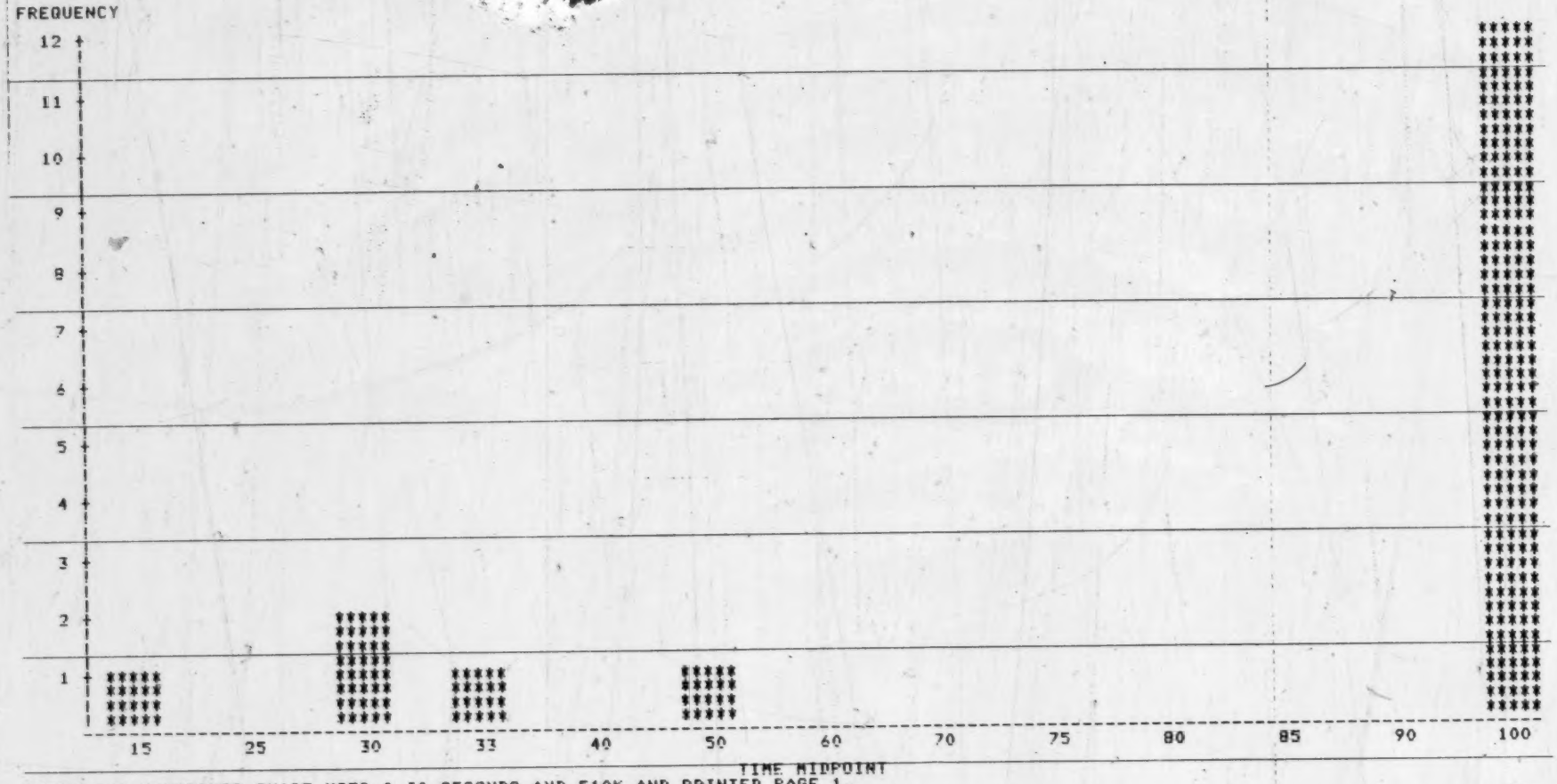
FREQUENCY BAR CHART TABLE 11 130.



NOTE: THE PROCEDURE CHART USED 0.30 SECONDS AND 510K AND PRINTED PAGE 1.

31. PROC MEANS STD;

FREQUENCY BAR CHART TABLE 12 131.



NOTE: THE PROCEDURE CHART USED 0.30 SECONDS AND 510K AND PRINTED PAGE 1.

23 PROC MEANS STD;

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